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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of the 1970-71 Title I reading program for disadvantaged elementary and secondary children. The document is presented in five color-keyed sections that include (1) conclusions and recommendations; (2) program environment - a demographic view of Newark; (3) program description - the scope, objectives, and activities; (4) program evaluation; and (5) evaluation findings and discussion. A related document is EA 003 706. (MLF)

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EVALUATION REPORT

NEWARK SCHOOL DISTRICT

ESEA TITLE I PROGRAM

1970-1971

Prepared for:

NEWARK BOARD OF EDUCATION

NEWARK, NEW JERSEY

AUGUST 1971

Prepared by:

COMMUNICATION TECHNOLOGY CORPORATION

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This report represents the compilation of data collected from "real people" concerning a "real program." Without the cooperation of these people this report could not have been written. The intense interest in the Program, displayed throughout the evaluation effort, was outstanding.

It is important to the Communication Technology Corporation that this interest and cooperation be acknowledged, since it represents the blending of effort on the part of the administration and staff of the Newark City School District and the parents and community groups associated with the Title I Program. While community involvement has been mandated by Congress in the Title I guidelines, the City of Newark does not need such a mandate since its community is involved and continues to work with the Board of Education and its representatives for the improvement of programs which affect their children.

The Communication Technology Corporation would like to extend its appreciation to the members of the Newark Board of Education; the Superintendent of Schools, Franklyn Titus; the Deputy Superintendent, Dr. Edward I. Pfeffer; the Department of Federal Assistance Programs and its Central Office Coordinator, Frank Esposito; the Office of Reference and Research; Mrs. Elayne Brodie, Chairman of the Title I Central Advisory Committee; and the Project Coordinators, Project Teachers, Principals, parents and pupils associated with the Title I Program in Newark. These and other participating staff members of the Newark Schools are the people who were depended upon throughout the evaluation for their interest, assistance and cooperation.

INTRODUCTION

This will serve to provide readers of this report with an insight into the organization, content description and color coding of the various sections contained herein.

I CONCLUSIONS AND RECOMMENDATIONS

This section (Green) presents the major conclusions as determined by careful analysis of the data collected during the evaluation. Further, it presents the recommendations made by the Communication Technology Corporation staff regarding the overall Title I Program in Newark.

II PROGRAM ENVIRONMENT

This section (Yellow) describes the physical characteristics of the City of Newark, its make-up, population trends and inhabitants. It also reviews the problems the Title I Program must work with, through and around in order to achieve some measure of success.

III PROGRAM DESCRIPTION

This section (Blue) reports the scope of the program, its objectives and the activities undertaken to achieve them. In addition to a general look at the program budget, equipment and materials this section also covers the parent and community involvement in the Program.

IV PROGRAM EVALUATION

This section (Buff) provides the methodology employed during the task of evaluating the Newark Title I Program. It presents an overview of the entire evaluation process along with detailed discussions on the instrumentation and data sources.

V EVALUATION FINDINGS AND DISCUSSION

This section (White) details the data collected by way of the various instruments administered to the participants in the Program. These findings and discussions cover Program activities, services and parent and community involvement. All these data are discussed in relation to the scope and objectives of the Title I Program.

Appendix A (Yellow) – This presents tables of Mean Grade Equivalents and Deviation from Norms, by grade levels, for the 1971 Reading Tests.

Appendix B (Buff) – This presents a discussion of a longitudinal study of specific pupils in the Title I Program, along with the initial data collected this year.

SECTION I

CONCLUSIONS AND RECOMMENDATIONS

1.0 CONCLUSIONS

1. Many schools are realizing a high degree of improved parent support and cooperation with their activities.Parents are provided with a continuous opportunity to become more involved in school affairs and to learn about other resources available in the community to assist them in rearing their children. And the children appear to be benefiting signficantly from this support and involvement.

2. From the analysis of standardized test results it is apparent that the Title I pupils in the early grades are reading near or above grade level and the pupils in higher grades read below grade level. As the grade increases, the pupils' reading level gets farther from the established grade norm.

3. The pupils in the Special Education and Bilingual Programs generally are reading less well than the other pupils in the Title I Program.

4. The pupils in the Title I Program are generally improving their reading from year to year but fall short of improving by 1.0 grade equivalent as measured by the standardized tests used in the evaluation.

5. The comparison of city children, in standardized test results, to national norming groups is not generally indicative of pupil achievement or apparent lack of it when one considers the possiblities of comparison utilizing norms developed specifically for the urban pupil.

6. Analysis of the pupil responses on the questionnaires showed a general lack of desire to drop out of the Title I Program. This, coupled with the pupils' feeling that the Program is helpful and important, indicates that the Title I pupils perceive a need for, and value in, the Title I Reading Program.

7. In general it was apparent that a majority of the pupils do perceive an improvement in their reading skills and an increase in their desire to read.

8. A majority of the parents of Title I pupils feel that the Program has helped to improve their children's reading, to improve their attitude toward sshool and/or learning in general.

9. From the data analysis it is evident that there was a shortage of appropriate materials for the Bilingual Program. There is a need to identify and/or develop materials which are appropriate for the Program. Additionally, standardized tests, in some form, should be identified and/or developed to permit the measurement of academic achievement of pupils in the Program.

10. The evidence suggests that the Teacher Aides are considered to be very important to the Project Teachers because they extend the instructional reach of the teacher.

11. It is evident, from the data collected, that the amount of time spent by Program Staff on in-service training was appropriate and directly related to the level of responsibility.

12. The Teacher Aides have available to them, in the Teacher Intern Program, a viable means to obtain the required credits for emergency certification and employment as professional teachers.

13. From the available evidence, it is suggested that the Work Experience Program in Diversified Occupations has successfully pursued its stated objectives during the 1970–1971 school year. This Program demonstrated that secondary schools could cope more effectively with Title I pupils identified as potential dropouts. This was done by providing pupils with learning skills that enable them to successfully continue in school, and at the same time equipped them with marketable skills that would motivate them to seek and obtain emplcyment.

14. The Title I schools are supporting and supplementing their reading projects with constructive, imaginative and innovative on and off-premise cultural enrichment activities.

15. The data collected regarding the Health Services Program suggests that this is a comprehensive program providing needed services to the pupils participating in the Title I Reading Program.

2.0 RECOMMENDATIONS

The following recommendations are based upon the findings of the evaluating agency presented in Section V, and the experiences of the agency's personnel during the evaluation.

1. An attempt should be made to relate all Title I objectives (goals) to measurable student, staff and/or services performance outcomes. This should be accomplished for each project in order to provide clear and measurable statements upon which subsequent evaluations can be performed.

2. The existing position of Title I Program Administrator should be filled by the Board of Education as soon as possible. The size and complexity of this Program dictates that the person appointed be charged only with the responsibility for Title I and not have to be concerned with other Federal Programs in the school District.

3. Professional personnel of the Title I Central Office Staff should endeavor to establish a management by objective approach concerning the administration of the Program. This approach will tend to reduce the "crisis" management situations, thereby enabling them the opportunity to have greater involvement and provide more assistance at individual project locations.

4. The School District should attempt to have more meaningful reading norms established against which Title I pupil reading achievement can be measured. To this end, assistance should be sought from the testing companies who provide, as well as process, the standardized tests that are utilized. These companies should establish norms which include "inner-city" norms in their calculation.

5. Standardized Reading Achievement Tests should be administered in October and again in May during the same school year. This approach will certainly assist in future evaluations by:
   a. providing uniform conditions, i.e., classroom, teacher, classmates, etc., under which the pre and post-tests are administered;
   b. providing reasonable assurance that pre and post-test scores are representative of the same pupil population;
   c. providing the opportunity to measure the reading achievement of those pupils entering Junior High School who under the current testing schedule, are administered two different tests; and
   d. providing the opportunity for both the continuance and expansion of the Longitudinal Study begun during this year's evaluation.

6. Consideration should be given toward increasing the number of participants in the Work-Experience Program in Diversified Occupations currently offered to pupils at the twelfth grade level. If resources

permit, the program should also be made available to eleventh grade pupils. Its obvious desirability and more immediate accessibility will tend, in many instances, to influence the dropout decisions made by tenth graders.

7. A concerted effort should be made to investigate and identify an acceptable/appropriate test(s) to measure cognitive achievement of pupils participating in the Bilingual Program.

8. Efforts should be increased in the area of recruiting personnel equally fluent in Spanish and English for the Bilingual Program. Recruits should be provided extensive in-service training in the structure and approaches in Bilingual education; methods and materials of teaching reading in Spanish; and child development and guidance of Puerto Rican children.

2.1 ADDITIONAL RECOMMENDATIONS

The following are recommendations provided by the respondents to the questionnaire instruments. While it is realized; that many were offered without consideration of all the legal and administrative constraints on the Program, it would be presumptious to ignore them and not recommend that every effort be made to consider their implementation.

The most frequent recommendation by respondents was that provisions be made to permit more children to participate in the Title I Program.

Pupils generally recommended that more time be allocated for reading and more cultural enrichment trips be taken. Bilingual Program pupils also recommended the use of more relevant reading materials.

Project Teachers uniformly recommended more in-service teacher training, more teacher aides and more audio-visual aids.

Project Coordinators recommended, for most part, the employment of more teachers and teacher aides.

Parents strongly recommended the employment of additional teachers and that more time be alloted for reading.

SECTION II

PROGRAM ENVIRONMENT

1.0 INTRODUCTION

A representation of Newark is one of a city serving as the waiting room for a large transportation terminal used by the state, the country, and the world; a waiting room which despite its size still is only a neighborhood in the super-city of metropolitan New York and northern New Jersey. Some of the people in the waiting room have been there for a long time, but most have not. Some of them will stay a long time, but most will not. In too many cases, those who do stay have such problems and needs that they only exacerbate the already critical problems faced by the city and its school system.

2.0 PHYSICAL CHARACTERISTICS

2.1 General

Newark's physical setting is a blend of its unique location, size, development and appearance; its communications situation; its housing, job, school and recreation resources; and the tax base which results from these and other factors. Each is described briefly in the following paragraphs.

2.2 Location, Size, Development and Appearance

Located at the center of an urbanized belt extending from Boston to Washington, D.C., Newark serves as a hub for many major railroads, trucking, bus, sea and air transport operations. It is an international gateway for huge amounts of goods and supplies of all kinds, to and from all parts of the state, the country and the world.

It is the only metropolitan census area in the country which is bounded by four others, one of which is mammoth New York City. It serves to a large extent as the financial, transportation and commercial center of its own metropolitan area, which is one of the largest in the country.

City limits embrace one of the smallest land areas among major American cities, 24 square miles. In effect, though, it is even smaller, since almost 25 percent of the land area is covered by Newark Airport, Port Newark or uninhabitable meadowlands.

Newark is the country's third oldest major city. Because of its early and rapid growth, the limited land area was quickly built up. Industrially, tanneries were an initial thrust, followed by a variety of industries and large insurance companies and, more recently, by very active air and port facilities. These facilities have accented the city's traditional importance as a transportation hub which today includes, an extremely heavy volume of passenger car traffic as well.

Residentially, Newark's homes reflect the frame construction of earlier times. By 1930 the city was fully developed and population outflow to suburban areas began soon afterwards. As a result, Newark today, unlike many other major cities, has few stable, attractive, residential areas within its borders.

While the heart of the city's Central Business District is more open and attractive than many others, the city itself is regarded as unattractive and its approaches across the Hudson and Union County meadows are

worse. To a motorist on the New Jersey Turnpike, the smoke and air pollution of the industrial wasteland which stretches from the Hudson River past the city and into Union County is part and parcel of Newark's image.

2.3 Communications

Newark is the largest major city in the country without a standard VHF television outlet. The only such outlet licensed in Newark and New Jersey, for economic reasons keyed to broadcast market coverage, has joined all the other television stations serving Newark by moving to New York City. An educational television station, it serves the tri-state area including Connecticut.

A further problem involved in providing Newark with its own specific mass communications channels is demonstrated by the fact that the New York Times and Daily News reportedly sell as many papers in and around Newark as the city's two major dailies, both of which have oriented their news more and more to a growing suburban circulation. Thus the news of New York and the suburbs dominates Newark and serves to inhibit continuing clear emphasis on the city's individual situation and concerns.

2.4 Housing

Newark's housing supply consists primarily of old or rapidly aging frame structures of two and three stories in size. Over three-fourths of them are rental units. A similarly high percentage is 40 years old or older, and a large amount of them show signs of substantial deterioration.

By the mid-1960's more than a dozen public housing projects were scattered throughout the city, providing accommodations for nearly 10 percent of the population, and constituting about 8 percent of the total housing supply. Additional units for the elderly have been constructed in recent years.

The occupant turnover rate, both in public housing and the private market, has been fairly high for several years; this is one of the main factors which tends to ease relocation problems caused by urban renewal efforts. The same factor, however, creates serious problems in terms of housing maintenance and neighborhood stability.

Through its 16 or more urban renewal projects (the largest amount in the nation on a per capita basis) the City has been pursuing an extensive, vigorous program of demolishing deteriorated housing. Since 1960 more than 6,000 units of worn-out housing have been demolished or are in the process of being demolished. Deterioration, however, continues to spread, requiring the massive restoration of entire neighborhoods, especially in the downtown areas, with their multi-story, multiple-unit tenements.

2.5 Employment

Since the mid-1960's, Newark has experienced a rate of unemployment twice as high, or higher, than the national average, leading to its receiving special assistance from the Federal Government. Recent U.S. Labor Department surveys show that the impact of this situation is felt especially among nonwhites.

The persistence of unemployment in Newark results mainly from the continuing stream into the city of a large, poorly-educated and unskilled population unable to meet the high skill labor needs of many of the companies and industrial organizations in the city.

Helping to ease this problem has been the fast local growth of distribution and personal services industries, plus Federally and locally sponsored programs of manpower development, training and placement. Offsetting this improvement factor, however, has been the steady movement of light manufacturing industries out of Newark during the past decade, and its replacement by expanding low-employment warehouse, transportation, distribution and personal activities.

Factors inducing the outmovement of light industry include high local taxes, the need to enlarge plant facilities, especially those requiring larger land areas, and an expanding trucking industry which, in competition with railroads, makes it possible for industry to move anywhere labor is available. Characteristic requirements of the industries and business developing in the city are less manpower and more mechanical aptitude and literacy.

For the metropolitan area as a whole in 1969, Manufacturing represented the major employment sector (29.8%), followed by Retail Trade and Services & Miscellaneous (12.0 and 15.9% respectively), all units of Government (11.5%), and Transportation, Communication and Public Utilities (7.9%).

2.6 Schools

In 1871, the New Jersey State Legislature passed the first law requiring municipalities to establish free school systems; the Newark City School District had been in operation for several years prior to that time. The school system had 26 school buildings and 13,232 pupils, as well as a free high school available to pupils who passed the entrance examination. The school district's financial status was quite optimistic. The system was self-supporting then.

100 years later, the picture is quite different. Like much of its housing supply, Newark's schools are old and overcrowded. Of 74 school buildings, 52 are more than fifty years old, and of this group 25 are over seventy-five years old and 4 of these are over one hundred years old. Many have been extensively-altered, but they nevertheless remain aged and costly to maintain.

A $49 million, 5-year school facilities improvement project, the largest since before World War II, was launched in the late 1960's, which will help but nowhere near resolve the city's school facilities needs.

While ten new schools and 15 major additions have been built in the last ten years, with 49 relocatable units being provided since 1964, a shortage of 10,000 pupil stations was reported in 1970.

2.7 Culture and Recreation

The Newark City Museum, Symphony Hall Inc., and public library system represent the major cultural resources of the city and, indeed, the region. The use of the museum and library resources in particular by the school districts has been greatly intensified and in some cases exceeds the facilities' capacities.

The Museum, for example, has on occasion received requests for as high as 1,000 visits by children per day, as against its capacity of 300–400. The Library, for its part, has responded with an outreach program under which, for example, Bookmobile circulation figures are greater than all the library branches except one.

Behind the limitations on the city's cultural facilities lies the easy access by city and suburban residents with mobility to New York City's leisure and cultural facilities. This proximity of substitute services has in part impeded the development and maintenance of similar local resources, as has the mass migration of middle and upper income families out of the city. At the same time, the alternate resources and support which large numbers of visitors to Newark might have given is not available, due to an absence of adequate convention facilities in the city.

Like its cultural resources, the city's recreation opportunities also are limited. The city's Recreation Department, operated by the Board of Education, offers programs aimed mostly at younger children. The programs are centered in school buildings which were not built for use as the community centers they become in the afternoons and evenings. Similarly, the outdoor recreational areas adjoining the schools are used as secondary playgrounds from 3–6 p.m., but they are often tiny and inadequate.

City swimming pools play a larger role in the community recreation picture, as do its two large park areas, both under the jurisdiction of the County Park Commission. Other park space totals only 284 acres, resulting in a total amount regarded by many as grossly inadequate to the city's needs.

2.8 City Tax Base

Like most major American cities, Newark is limited in the services and supports it can provide by inadequate revenues. Recent changes in the city's taxing powers have improved the situation somewhat, but primary reliance remains on land-based taxes. The 1967 rate of $7.76 per $100 of assessed valuation with 100% valuation resulted in the city having the highest per capita property tax burden in the nation for the year, and the rate has climbed since then. Under that situation, annual taxes on a $20,000 house amount to $1,536 and $2,328 on a $30,000 house. The 1970 rate was $8.44 per $100.

A further problem concerns the reduction of ratables. They have declined by $108 million since 1963, due to the outmovement of manufacturers and the widespread urban renewal activities.

These are significant obstacles to increasing the schools' per-pupil expenditure (excluding Federal), which was $916.35 during the schools' 1969–70 fiscal year.

3.0 POPULATION CHARACTERISTICS

3.1 Total and Overall Trend

The 1970 census shows the city having a total population of 382,417, making it the 36th largest in the nation and still the biggest in New Jersey. This of course does not include the city's non-resident commuters and shoppers, who more than double the resident population during weekday hours.

The 1970 census figure represents a drop of 22,803 over 1960's 405,220, reaffirming the overall slightly downward trend which the city, like many others, has experienced since 1930 when a population high of 442,337 was reached. Relatively-speaking, however, the overall population figure has remained fairly stable, giving the city one of the highest population densities in the country.

3.2 Changes in Composition

Concealed by this relatively stable overall figure, however, are significant, continuing changes in the ethnic background, age, and socio-economic composition of the actual people involved. Historically, Newark attracted successive waves of immigrants, particularly Italian, Jewish, Irish and German. Responding to the skilled and unskilled labor market demands of the area, their social, economic and political activities rewarded many of them with broad social and economic mobility. The stabilizing traditions these newcomers to the city brought with them have not, in many cases, been available to the immigrants of the last 20 years. These newer arrivals, predominantly blacks, have come with a radically different background and deep socio-cultural differences.

Since World War II and, particularly during the past decade, blacks and Puerto Ricans have been steadily replacing the older, mostly white population, which has been moving out to the suburbs. Thus in 1960 non-whites made up 35% of the population, and 1970 census figures show they now represent 56%, a factor significant in the recent election of the city's first black Mayor. The sizeable sub-group of Spanish-speaking people in the city, one of the largest in the country, is made up mostly of Puerto Ricans; the remainder are Cuban refugees, who tend to set themselves apart from the Puerto Rican group and generally are better educated, middle-class oriented and better prepared for urban living.

3.3 Family Income

The economic strength of this new blend of residents is best indicated by recent estimates of the number of city households falling into different annual income brackets. More than ten percent (11.4%) receive less than $3,000 a year (including public assistance), and a similar number (12.7%) receive $3,000 – $5,000 per year meaning nearly one-fourth of the families (24.1%) are estimated to receive less than $5,000 per year. Considering that many of the families in this situation consist of only one parent and a higher than average number of children, the impact of such limited incomes is even more severe than the figures indicate.

More than one-fourth (30.4%) of the remaining families are estimated to receive incomes of $5,000 – $8,000 per year. About one-sixth (16.2%) are in the $8,000 – $10,000 bracket, and the remaining 29.3% receive $10,000 or more per year.

3.4 Age Groups

Another index to the changing character of the city's people and their problems is provided by a 1967 survey, conducted by Rutgers University, of age groups according to race. It showed that just over one-fifth (22.0%) of the city's whites were 15 years old and under, while more than two-fifths (42.7%) of the city's blacks were of that age group. The survey showed that about one-third of both groups are in the 25–54 age group, with whites having 27% over 55 years old compared to 7.5% for blacks.

3.5 Public Assistance

A total of 33,590 children between the ages of 5–17 were reported in 1970 to be receiving public assistance through the Aid for Dependent Children Program (ADC), which funnels the assistance to them through their parents or guardians. The figure represents a caseload roughly three times the size involved when the program was transferred to the counties in 1960. Statistics indicate that the age of mothers first applying for ADC is growing younger. A 1966 Essex County Welfare Board survey found that disorganized or broken homes (divorced, abandoned, and putative fathers absent from home) and its consequences, constituted 80 percent of the reasons given on the application for assistance.

3.6 Education

School enrollments reflect the changing composition of Newark's population. Between 1961 and 1966 there was a 14.5% increase in public school enrollments, with the greatest increase occurring in the elementary schools.

Ethnically, the change was even more marked. In 1961, the combined non-white and Puerto Rican pupils represented 59% (55% black, 4% Puerto Rican) of the total school population. By 1966, black enrollment had climbed to 60% and Puerto Rican enrollment to 5%. In June 1971 the school district reported black enrollment as being 72% and a Puerto Rican enrollment of 7%. This continuing numerical increase in

enrollment, especially at the elementary level, indicates the youthfulness of the immigrant families and their propensity for larger families. The impact of urban conditions on many of these families, and their limited economic, educational, vocational and cultural resources is reflected in the fact that 83% of the pupils enrolled in the Special Schools in 1970 were non-white.

U.S. census figures indicate that school-age children in 1970 totaled 101,125, the great bulk of whom attend the public schools. Adding to the low achievement and poor adjustment problems experienced by many of these children, and the overcrowding situation resulting from their overall increase during the past decade are other factors. These include a yearly pupil turnover rate of nearly half (44%), a cumulative dropout rate in grades 9–12 of nearly one-third (32%), and the fact that one-third of the new pupils arriving in the schools each year are also new to the city according to a 1970 report to USOE by the Newark School District. Included in this group are a number of children sent in from less educationally advanced areas to friends and relatives already residing in Newark. In the school year 1965–66, a total of 279 such pupils were admitted on affidavit.

4.0 SUMMARY

As pointed out in a Newark Model Cities Program application, Newark is not only a port of entry, processor and transfer point for goods, it is also one for people. Mostly young, these immigrant families come from many rural areas of the South, from Puerto Rico, Cuba and nearby New York City. Many arrive unskilled, poorly educated and poorly prepared for urban living.

Newark has been serving as a processing and service center for this economically and culturally deprived population, through a variety of programs in education, manpower training, health and welfare services, public housing and many others. The successes which many of these programs have achieved is rarely reflected in a drop in the total number of people and families requiring help, because they are not the same people at successive points in time. With their skills and opportunities improved, most of them move to adjoining communities, leaving behind the less able and older. The absence of adequate low-cost housing for them, and the pressure for housing by new arrivals, only stimulates such outmovement further.

The permanent state of emergency planning and programming required to meet the urgent needs of this steady flow-through of distressed people represents a continuing heavy drain on local governmental, school and private resources. With decreasing proportions of these resources being left to deal with the local problems of Newark and the more stable segments of its population, it has severely limited improvement of many local need areas and contributed to the general deterioration of other need areas. The outside assistance represented by the ESEA Title One Program therefore is both deeply needed and appreciated by the many people in and out of the government and school system who are working to stabilize Newark's situation and resolve its problems.

SECTION III

PROGRAM DESCRIPTION

1.0 SCOPE OF PROGRAM

The instructional program activities of the ESEA Title I Program in the Newark City School District were conducted at designated Title I schools (74) and/or specified field trip sites. Centralized supportive services were conducted at locations determined by the particular service rendered. Twenty-two thousand, eight hundred forty-eight (22,848) pupils participated in the Title I Program conducted in Newark during the regular school year 1970–1971. The instructional levels for purposes of this evaluation ranged from grade one through grade twelve.

Summarily, the kinds of pupils served by the Title I Program can be identified by means of those needs/characteristics most common among educationally deprived children:

Poor academic achievement
Lack of response to conventional classroom approaches
Inadequate performance in communicative skills
Socially unacceptable behavior
Indifference to responsibility
Deficiency in cultural background
Low aspirational level
Physical defects and poor health habits
Poor school attendance

The following, Table 1, identifies the estimated percent of participating pupils, by ethnic groups, who participated in Title I activities.

TABLE III–1
ETHNIC IDENTIFICATION OF TITLE I PARTICIPATING PUPILS

White	Negro	Puerto Rican	Oriental	Spanish Surname	Total
18.06%	71.5%	8.42%	0.73%	1.29%	100%

For purposes of identification, personnel assigned by the Newark Board of Education for the administration and operation of the Title I program can be segmented into five (5) categories, as follows:

Central Office Coordinators
Project Coordinators
Project Teachers
Supportive Services Personnel
School Clerks

Five (5) full time central Office Coordinators assisted the Deputy Superintendent in the supervision and coordination of all Title I projects and activities. Their collective responsibilities included:

the dissemination of program planning and development information
guidance and assistance to local Title I school staffs
assistance in the preparation of final reports for Federal and State agencies
generation of the Title I Program proposal
the implementation and/or coordination of parent-community involvement activities/programs
the dissemination of Title I information to the public.

There were 83 Project Coordinators assigned to the Title I Program, one Coordinator to each Elementary, Secondary, Special and Bilingual school. Their responsibilities included planning, implementing and monitoring Title I activities at their respective schools. Of this number, 22 Project Coordinators in the Special and non-public schools also served as half-time Project Developmental/Remedial Teachers.

The Title I Program included two hundred six (206) Project Teachers whose duties included conducting developmental and remedial activities for the participating pupils; assisting the classroom teachers in the improvement of instruction; teaching demonstration lessons and conducting in-service workshops, providing individual assistance to new teachers, assisting in the use of new audio-visual equipment and supplementary materials, acting as consultants to the staff and assisting in evaluating the effectiveness of the developmental remedial program.

Supportive Services personnel included those assigned to Pupil Supportive Services (centralized) as well as Staff Supportive Services. Centralized supportive services were provided to pupils participating in the Title I Program in the following areas:

Health Services
Child Guidance Services
Attendance Services
Psychiatric out-patient services

The personnel assigned to provide these services comprised various professionals as well as para-professionals. There were a total of fifty six (56) staff personnel assigned. The classification of these personnel is presented in Table III-2.

Staff Supportive Services personnel included 288 teacher aides whose responsibilities ranged from assisting the teacher in non-instructional areas, supervising the children in the lunchrooms and on the playgrounds, distributing materials, to serving as liaison between the school and the community.

In addition a total of sixty-one (61) community aides were involved in the Title I Program in the Newark City School District for the regular school year. These aides assumed responsibilities which included:

visiting the homes of Title I participating children
escorting pupils when required
assisting in the physical examination of pupils
assisting with routine clerical work and
assisting in the implementation of the Title I Evaluation Project.

One full-time clerk was allocated to each elementary and secondary school and one half-time clerk was allocated to each special and non-public school.

The overall goal of the Newark Title I Program was to improve the pupils' reading skills. Specific objectives were developed in three areas, to achieve this goal. The areas delineated were instructional activities, supportive services, and parent/community involvement.

TABLE III–2
STAFF ASSIGNMENTS: SUPPORTIVE PERSONNEL

Classification of Assignments	Estimated Number of staff assignments for regular school year	
	Total	Full Time Equivalent
Counseling	5	5
Psychologist	1	1
Social Work	10	8
Special Investigator	1	1
Attendance	10	10
Nurse	12	12
Physician	5	2
Dentist	3	2
Dental Hygienist and Medical Assistants	6	2
Speech Therapist	1	1
Clerical Aides	3	3

The instructional activities encompass reading, both remedial and developmental; development of listening and special skills; Bilingual programs to improve achievement in both English and Spanish; elementary enrichment programs directed toward the above mentioned skills; secondary enrichment programs related to academic and vocational areas; and also promoting the educational attainment of the child through in-service training programs which foster the growth of the Title I affiliated professionals and para-professionals.

The supportive services include the diagnosis and subsequent corrective measures for physical and emotional handicaps hindering pupils' reading and the provision of professional personnel (medical, dental, guidance, psychological, etc.) to effectively carry out these services.

The involvement of parents and community members in the Title I Program activities permits their needs and/or concerns to be accounted for in the planning and operational phase of the program. This benefits pupil educational attainment by coordinating the efforts of the parent, community agencies and the school. This involvement is accomplished, in part, through the activities of the Local and Central Title I Advisory Committees comprised of interested parents and community members. Through these Committees, parents/community members have been active in the planning operation, monitoring and evaluation of the Newark Title I Program.

An on-going review, assessment and evalution of these activities are incorporated in the program and implemented at the district and school levels throughout the year. This effort is performed jointly by the Title I Central Office Staff, Project Coordinators and both the Local and Central Advisory Committees.

2.0 PROGRAM OBJECTIVES/ACTIVITIES

The following is intended to provide the reader with an insight to the major objectives and activities of the Newark Title I program during the period covered by this evaluation report. It is beyond the scope of this section to attempt to fully delineate the specific objectives and/or activities of such a vast and comprehensive program as that conducted during the school year 1970–1971.

Overall, the goal of the Title I Program reported herein is one of improving the participating pupil's reading skills. The program designed to attain this goal can be readily identified as one which contains three major components, namely, (1) Instructional Activities, (2) Supportive Services and (3) Parent and Community Involvement.

2.1 INSTRUCTIONAL ACTIVITIES

2.1.1 Improvement of Reading Achievement

The major objectives of the reading component of the Title I Program can be identified at the elementary level as follows: raise the reading achievement level of the pupils 1.0 years, increase pupils' reading for personal enjoyment, continue special reading programs already implemented, develop a positive pupil self-image and positive attitude toward the school environment, and develop in the pupils an experiential background in listening, speaking and writing skills through the implementation of Language Arts activities. In conjunction with the reading component, other direct educative services in mathematics, art, English-speech, English-second language and natural science were provided to improve pupils' knowledge of and performance in the specific subject areas with a view to assisting them in reading achievement.

At the secondary level of instruction, the major objectives of the reading component can be identified as: implement remedial and developmental reading laboratories in order to render help to pupils in reading, develop effective and productive study skills, and develop a positive pupil self-image and positive attitude toward the school environment.

The major objectives of the reading activities of the Bilingual Program at the elementary and secondary levels can be summarized as: improve the reading achievement of participating pupils in both Spanish and English, develop greater levels of school achievement in the basic curriculum areas, increase proficiency in English essential for economic, occupational and academic reasons, and provide instruction on the history and culture of Puerto Rico.

Title I schools were staffed with Project Teachers who conducted developmental and remedial activities for the participating pupils. These instructional activities included the continuing implementation of special reading programs such as the following: the *McGraw-Hill Programmed Reading Program*, the *Ginn Basic Readers*, the *Lippincott Basic Reading Program*, the *I.T.A. (Initial Teaching Alphabet)*, *A Development Reading Program for Visual Motor Perception*, the *Sullivan Reading Method*, and *E.D.L. Reading Laboratories*.

Other direct educative services were provided to participating pupils. These instructional activities were so designed and implemented as to ultimately assist pupils in their reading achievement. For example, instruction was given in the basic knowledge of mathematics which could assist achievement in reading. Instruction in English-speech was provided in order to improve the speech pattern of participating pupils so as to eliminate speech defects and progress towards standard English speech patterns. English as a second language was initiated; children indentified as possessing rudimentary knowledge of English were divided into small groups where they were instructed in oral and written English. Based on their ability to handle reading materials on the primer level in elementary schools these pupils were placed in an ESL class, and based on their ability to handle reading materials on a third grade level in the secondary schools pupils were placed in the reading laboaratory. Instruction in natural science was offered in order to provide opportunities to gain basic knowledge in science which could assist achievement in reading. Instructional activities in art were given to provide enrichment materials utilized in the kindergarten and primary grades specifically to supplement the language arts program.

Bilingual Program reading activities at the elementary and secondary levels of instruction were conducted by Title I Bilingual Project Teachers who generally utilized the standard Newark curriculum. While there was no special curriculum employed, Project Teachers taught the curriculum in both Spanish and English.

2.1.2 Cultural Enrichment

Formal classroom instruction, by reason of organization and structure, has inherent constraints in terms of providing pupils with real and tangible learning experiences to supplement and reinforce the instructional material imparted to them in the classroom. Pupils are necessarily isolated to some extent, at the time of instruction, from the actual and "alive" context about which they are receiving information and formulating ideas, judgments, and feelings. Formal classroom instruction, as with all pedagogical methods, has its limitations and must be supported by and integrated with all interrelated educational techniques available to insure as optimum a learning situation as possible. Hence the fundamental rationale for the existence of educational experiential enrichment activities, regardless of the identity of the particular pupil population group in question.

Newark's Title I response to the fact that "educationally deprived children" in urban areas are denied many opportunities to engage in such activities has led to the formulation of the Cultural Enrichment component, which provides both Elementary and Secondary pupils with opportunities to participate in educational experiential enrichment activities throughout the regular school year.

For the elementary grades, Cultural Enrichment objectives are two-fold:

Provide a variety of Cultural Enrichment activities which will enable pupils to share experiences related to and integrated with the language arts component so as to develop communication skills through discussions of these shared experiences.

Encourage active participation on the part of parents in these activities.

At the secondary level, objectives are related to and integrated with the academic and vocational areas of secondary instructions.

Academic–Provide special material for written and oral expression through the utilization of the cultural enrichment activities.

Vocational–Expose pupils to career opportunities related to the school program. Through the work experience program, develop a closer relationship between the school and the business world, expand the school's educational program by including segments of the business world, help pupils to develop vocational goals, and improve the school's holding power through curriculum revision.

The educational experiential enrichment activities conducted during the regular school year, 1970–1971, provided Title I pupils with diversified culturally oriented experiences within the immediate school environment, and at locations of educational interest apart from the environment.

On-Premise activities were designed and implemented to provide a variety of in-school educational enrichment experiences for participating pupils. Title I staff members, pupils and parents were involved in planning various professional and/or amateur theatrical productions, school assembly services, lecture programs, concerts, motion pictures, educational demonstrations and the dissemination of Title I Newsletters.

Off-Premise activities took the form of field trips to cultural centers and events by Title I participating pupils during the 1970–1971 school year. These diversified off-premise experiences were designed and implemented to provide experiential background for more structured and formal instructional reading and language arts activities at the Elementary and Secondary levels, and to bring about a closer relationship between the community and the school through the cooperation of parents. Title I staff members, pupils and parents cooperated in the generation of field trips to places of educational interest in accordance with the Newark Board of Education Curriculum guides. Locations visited included such sites of educational

interest as the following: state parks, art shows and centers, industrial plants, museums, planetariums, zoos, historical landmarks, military installations, theaters, colleges, libraries, institutes of science and research, farms, concerts and motion pictures.

An important aspect of these off-premise activities is the follow-up procedure, namely, the completion of the evaluation form provided for each trip by the Title I Office. This form requests statistical information and data on the values of the trip, safety problems if any, disadvantages of the trip, and other possible purposes for which the trip could provide. The dissemination of such information allows other cognizant personnel to make more factual and concrete decisions regarding potential field trip sites.

Additional suggested follow-up procedures include the writing of "thank you letters" by pupils to site personnel and other adults who assisted with the trip, the utilization, in teaching vocabulary, of new words and their meaning learned from the visit, the display and utilization of materials in classroom discussions, the generation of oral and written trip reports by the pupils for the benefit of other classes, the reproduction of objects seen on the trip, and class discussions on the behavior of the group with pupil suggestions on possible improvement (if needed) for the next trip. These and other follow-up activities are effected in order to relate and integrate the off-premise educational enrichment experiences into the total educational process.

The Cultural Enrichment component at the secondard level is especially related to and integrated into the vocational as well as academic areas of instruction. This relationship is demonstrated in the "Work Experience Program in Diversified Occupations". This program is designed to help students bridge the gap between school and employment and to serve as a motivational program to prevent dropouts. This program provides the participating pupils with actual work experience together with the pursuit of their academic work in high school.

Selected 12th grade pupils were placed in jobs in the community on a part-time basis during the regular school year, 1970–1971. The program, intended for both boys and girls, was organized as a one year unit. The pupils received wages and school credit for satisfactory work. The program was designed to lead the pupils to graduation and a high school diploma.

During the regular school year the following conducted this activity under the Title I Program: Barringer High, South Side High, Weequahic High, and West Side High and Montgomery Street School.

Each school had a Work Experience Teacher who conducted a course in Work Orientation which focused on problems related to employment and job success. Each of the teachers had two (2) groups in Orientation. Each, likewise, had the responsibility for group and/or individual guidance and counseling activities which included interacting with the participating employers and supervising the pupils on the job.

2.1.3 In-Service Training

Provisions for on-going in-service training of all Title I staff personnel were incorporated into the Title I Program. Monthly Project Coordinator conferences were scheduled to provide personnel with continual training throughout the school year. Each school coordinator was charged, in turn, with the responsibility of retaining the school project staff in the materials covered at the conferences.

In addition, it was the overall responsibility of each school coordinator to initiate and/or conduct in-service training activities for the school project staff utilizing professional resource people and internal professional school personnel in the implementation of these in-service activities.

The Newark Board of Education has established a Teacher Aide Training Program in cooperation with the Division of Field Services at Newark State College in an effort to provide trained non-professional assistance to classroom teachers. This program was conducted in two phases. The first phase involved a three week pre-service program wherein training was directed primarily to study in the areas of communication skills, aspects of child development and behavior, and teacher aide orientation to classroom duties and activities. The second phase of the training program provided for in-service activities extending throughout the academic year. The program offered college credits to those teacher aides who met Newark State College requirements and wished to pursue advanced training.

Another component of the Title I In-Service Training Program was the work-related training program for "helping" teachers, teachers and teacher aides in Kindergarten and first grade in Title I Elementary schools This program was conducted during the 1970–1971 school year under the auspices of the Department of Elementary Education and the New Jersey Early Childhood Learning and Development Center. The major objectives of this program can be identified as the following: to implement a team-framework between the teacher and the teacher aide in performing all aspects of the classroom program, to provide the classroom teachers with trained assistants, to provide the teacher and teacher aide with instructional skills necessary in teaching pupils to master beginning reading skills, and to provide helping teachers with new leadership skills in assisting teachers and teacher aides to acquire better instructional techniques for teaching beginning reading skills.

In order to implement this in-service training program and to achieve the stated objectives, activities were conducted at the Child Service Center, in Newark, New Jersey. The three groups of personnel were trained in the utilization of improved instructional techniques for teaching some of the critical skills that pupils require to master beginning reading. All three groups essentially received training in the same instructional techniques. However, in addition to this, each group received some specialized training relative to their particular positions. Teachers were provided with leadership training in utilizing the aide's instructional assistance and supervising the on-site instructional performance of the aide. Helping teachers were given leadership training in demonstrating instructional techniques to teachers and teacher aides in formal group training sessions. Teacher aides were trained to employ the techniques, with pupils in the initial reading stage, while working cooperatively and under the supervision of the assigned teacher.

All teachers and teacher aides were divided into sections or groups for in-service training purposes. Teachers and teacher aides of grade one (1) were scheduled to attend the training sessions during the fall semester. Teachers and teacher aides of kindergarten were scheduled to receive training during the spring semester. All teachers were scheduled to receive four sessions of training encompassing two (2) full days. Each teacher aide was scheduled to be provided with twelve (12) training sessions, the length of each being two and one half (2½) hours per week. Due to the interruption of the training sessions necessitated by the teachers' strike, some revisions has to be made in rescheduling the remaining sessions until after the conclusion of the strike in order to complete the program. Released time for this activity and the cost of consultants was provided by the Title I Budget.

The In-Service Training Program included instruction in the conceptual understanding and utilization of the following techniques: Sound-Symbol Connection Skill, Basic Teaching Trial, and Basic Teaching Progressions.

Staff training sessions were conducted by consultants who prepared the selected "helping" teachers to provide training for the various groups of teachers and teacher aides enrolled in the In-Service Program.

2.2 SUPPORTIVE SERVICES

Two major clusters of activities make up the Supportive Services portion of the 1970-71 Title I Program. The first is Pupil Supportive Services (Centralized), which includes Health Services (medical, dental, and ocular), Social and Psychiatric Services (child guidance), Attendance Services, and Youth Development Clinic Services.

The second cluster represents Staff Supportive Services (para-professional), including Teacher Aides, Community Aides, and Teacher Intern Services.

2.2.1 Pupil Supportive Services (Centralized).

2.2.1.1 Health Services (Medical, Dental, Ocular Examinations and Referrals).

Certain minimum conditions are required for children to learn. One of the most basic such conditions is adequate medical, dental and ocular functioning. The health of many children in the Title I Project Attendance Areas does not meet this standard. These children, therefore, are hampered from learning before they ever reach the classroom. The most pressing need is for identification and proper diagnosis of health deficiencies, followed by referral and treatment to remedy the problems identified.

The basic objective of this component is to detect and diagnose health deficiencies in the Title I Project Attendance Area children, and refer children requiring treatment to appropriate health service agencies for care. The services of regular professional medical, dental, and eye doctors and support personnel will be secured in order to provide this service.

The activities planned and carried out to achieve the stated objectives included the following:

Health personnel employed.
Schedule developed for screening children.
Reports made to cognizant personnel regarding diagnoses, recommendations and referrals.
Nurses to keep anecdotal case study and health records.
Clerks to prepare necessary official reports.
Required health examinations for summer camping program to be supplied.

2.2.1.2 Child Guidance Services

Social and mental problems affect a child's ability to learn as much as a cast on his arm affects his ability to write. Indeed, often they are even more difficult to remedy than a broken arm. A number of children in the Title I Project Attendance Areas suffer from such problems. Unlike a broken arm, treatment of these types of illnesses often requires the service of a team of specialists rather than an individual doctor. In this way, the necessary linkages between the home, school, and community situations which have impact on the child can be dealt with most effectively.

The objective of this portion of the program is to detect and diagnose social, emotional, and speech problems through the efforts of a team of specialists in the field of social work, mental health, and speech therapy. The team will endeavor to secure treatment as required through referrals to appropriate health care agencies.

The activities planned and carried out to achieve the stated objectives included the following:

A referral system was set up to assist teachers in identifying students who may be able to profit from the services.
The appropriate specialist(s) diagnosed students referred.
Written recommendations were made on each child referred.
Wherever possible, programs were instituted within the school setting to effect positive change in the school environment of the students diagnosed as having a social, emotional, or speech problem.
Social workers served as liaison between the medical specialists, the home, and the school.

2.2.1.3 Attendance Services

To effectively relieve hunger, one must consume food. Similarly, to benefit from the instructional services of the school, one must maintain continuous contact with them. However, many children in the Title I Project Attendance Area do not maintain such contact. Instead, absenteeism and a relatively high dropout rate characterize many of these children.

The objective of this portion of the program is to assist in increasing the number of Title I Project Attendance Area children who attend school on a relatively continuous and uninterrupted basis. To this end, Attendance Counselors are assigned to assist Project Coordinators in maintaining liaison between the home and the school on matters concerning pupil absenteeism, keeping the Title I Project Staff informed of cases of acute absenteeism as they relate to economic deprivation, and helping to educate the parents of Title I pupils to their legal and moral responsibilities in connection with their children's attendance at school.

The activities planned and carried out to achieve the stated objectives included the following:

The employment of attendance personnel.
The development of a system for identifying and dealing with chronically absent students.
The provision for follow-up activities in connection with such a system which included home conferences, school discussion, and appropriate referral procedures.
The implementation of in-service programs with parents and teachers on factors affecting absenteeism.

2.2.1.4 Youth Development Clinic

For children to learn in the group setting of the classroom, they must be able to relate to both their teachers and their fellow pupils. Some children in the Title I Attendance Area suffer from such severe atypical behavior patterns that they are prevented from doing this. These children need to be identified, diagnosed and treated.

The objective of this portion of the program is to detect, diagnose and treat children with behavior patterns which require psychiatric counselling. This service was provided by Title I resources through a contractual arrangement with the Youth Development Clinic.

The activities planned and carried out to achieve the stated objectives included the following:

Contractual services secured.
A referral system was set up by the Board of Education's Department of Child Guidance.
Counselling treatment was provided.
Ancillary services, including home visits and conference with school and other personnel were provided.
Professional records were maintained.
Statistical reports were submitted to the Director of Child Guidance and the Department of Federal Assistance Programs.

2.2.2 Staff Supportive Services (Para-Professional)

2.2.2.1 Teacher Aide Program

The Teacher Aide Program, instituted by Newark in 1966, is designed to provide a valuable resource to the overall Title I effort which demands a high degree of individualization. The overall program goal is to employ and train (refer 2.1.3) teacher aides to assist the Title I classroom teachers by reducing their non-professional duties and responsibilities.

Specifically, program objectives are:

To assume responsibility for clerical and non-professional duties assigned to kindergarten and first grade classroom teachers, and to perform many para-instructional tasks with pupils.

Every effort is made by the school district to assign teacher aides to the school which serves the attendance area where they reside in order to promote closer community ties with the school. Their non-instructional activities are grouped as follows; (1) Clerical-Mechanical, (2) Monitorial, (3) Health and (4) Co-Curricular. Many para-instructional activities such as reading to children, listening to children read, and assisting in fundamental skills are also performed. The nature of their duties is determined by the principal and/or teacher whom they are assisting, and, in general, vary according to the grade level and type of school to which they are assigned.

2.2.2.2 Community Aide Program

The complexity and wide range of activities fostered by the Newark Title I Program dictated the requirement for community liaison personnel to relate community concerns to school personnel as well as to assist in the dissemination of school programs to the community. Efforts of community aides are directed toward the following objectives:

Provide a bridge for the interpretation of the role of the school to parents and community members.
Help the school involve parents in the activities of the children.
Provide a parental interest in the school, in the neighborhood, and in participating in group discussions.
Help to interpret the program objectives and goals to the community.
Accompany children home and to and from health services.

Under the direct supervision of Title I Project Coordinators in their respective schools, community aides assist the school social worker, nurse, attendance officer and administrators to overcome the anxiety, fear or lack of concern on the part of school childrens' parents. Their activities include visiting the homes of Title I pupils, escorting pupils home and/or to and from medical and dental clinics, assisting the school nurse and physician during physical examinations, and assisting with routine clerical work.

2.2.2.3 Teacher Aide Intern Program

Evolving from and in conjunction with the implementation of the Teacher Aide Program has been the institution of the Teacher Aide Intern Program. This component of the Title I Program in the Newark School District has as its specific objective the educational up-grading of teacher aides through work-study programs. Teacher aide interns are employed by the Board of Education as aides yet, concurrently, they pursue a degree program on a part-time basis in order to receive emergency certification as teachers in the district.

The Newark Board of Education established this program in cooperation with Newark State College, Union, New Jersey, Livingston College, New Brunswick, New Jersey, Essex County College, Newark, New Jersey, and the New Careers Program of T.E.A.M. Teacher aides who successfully meet the entrance requirements pursue their studies at one of these academic institutions in any one of the four areas of study accessible to them, i.e., General Elementary Education, Industrial Education, Fine Arts Education, or Early Childhood Education.

The Board of Education provides the salaries, in part or in full, for the teacher aide services of the interns, and assures on-the-job supervision via the local school administration. The New Careers Program offers financial assistance in terms of college tuition, fees, books, and transportation, while the colleges are responsible for the development and generation of a curriculum specifically geared to the academic and social requirements of the candidates.

For admission to the program, teacher aides must submit an application for admission, take the Gates McGinty Reading Test and the Revised Beta Examination, and undergo personal interviews. An added stipulation for accepted candidates requires that, while high school certification is not necessary for eligibility, GED certification must be achieved by the end of the first year of enrollment in the program. Upon completion of their course of studies, which requires the accumulation of ninety academic credits, teacher aide interns receive emergency certification and are provided employment by the Newark Board of Education.

In light of the growing complexity of the Title I Program in the Newark School District, the Teacher Aide Intern Program takes on added significance in that aides are now being trained in many essential aspects of the teaching-learning process such as communication, child-development, and behavior. The overall goal is to develop a comprehensive intern program in which aides will enroll, and future years will see a high percentage of them employed as teachers in the Newark School System.

2.3 PARENT AND COMMUNITY INVOLVEMENT

Recognizing the need for involving parents and the community, the Newark Board of Education, as early as 1967, initiated and began to develop a strong community involvement component within its Title I Program through the formulation of Advisory Committees. With assistance from parents, teachers and school administrators representing Title I schools, the following Advisory Committee objectives were formed:

> To gain knowledge and understanding of needs, desires, fears, skills and capacities of parents and use these in a knowledgeable way to improve educational opportunities for children.
>
> To coordinate the efforts of parent, community agencies, and the school to aid the child in his development toward a useful and satisfactory way of life.

To gain some knowledge about agencies and community services in order to channel parents to the proper agency for needed services.

To provide a common base of interest around mutual concerns to foster "togetherness".

The community involvement component has been progressively expanded and deepened since its inception. Each of the designated Title I schools, public and non-public, has formulated a local Advisory Committee consisting of parents, local community leaders, and school personnel. At the secondary level, students also participate as members of the Advisory Committee.

In addition to participating in Advisory Committee meetings, the Project Coordinator in each Title I school is responsible for organizing workshops and meetings to inform parents about the programs in which their children are participating. Program content stresses the interdependence of home and school in the educational process, and describes ways in which parents can assist in the education of their children.

The Local Advisory Committees are organized into five Group Advisory Committees serving five convenient geographical areas of the city. One member from each local Advisory Committee is selected for representation on the Group Advisory Committee. This structure provides parents with the opportunity to discuss and solve problems of mutual concern that are specific to their particular geographic area.

A city-wide Central Advisory Committee provides an overall focus for the effort. The Committee consists of one representative from each of the following groups:

Local advisory committee representatives.
Local community action agency.
Non-public schools
Principals' association.
Various teachers' associations.
Title I Project Coordinators' association.
Various community agencies.

The specific functions of the Central Advisory Committee are to:

Engage in an ongoing review of the project activities, with a view toward assisting administrators and staff of the Title I Program in improving the interpretation of program development and progress.

Promote community support of the program and determine areas of needed improvements in the Federal guidelines and legislation.

Improve the involvement and participation of parents in program areas where parental reinforcement is essential to the educational progress of the children.

Review programs and budgets.

Make recommendations concerning the overall Title I Program.

Contact State and Federal officials with concerns relating to legislation affecting children served by the Title I Program.

Through the efforts of these various Advisory Committees, parents are encouraged to participate in educational field trips planned by teachers and pupils as extensions of classroom activities. Parents assist teachers by serving as chaperones and resource persons, and by reinforcing the adult-pupil relationship needed by the youngsters.

Through the efforts of the Project Coordinator and the Title ITeachers, parents are solicited to participate as community and teacher aides in the Title I Program. Project Coordinators and the administration in the local schools have established a schedule for each volunteer, based upon the hours or days the volunteer can contribute. All persons rendering volunteer services are screened to ensure their fitness for such service.

To aid in providing continuity and communication concerning the work of Parent Advisory Committees, Newark school officials require that Minutes be recorded and disseminated for every meeting of each advisory group.

2.4 Instructional Equipment and Materials

The major items of equipment and materials utilized in the Title I Program included the following:

Instructional Equipment

Visual	Audio
Television Receivers	Radios
Technicolor Loop Projectors	Phonographs
Movie Projectors 16MM	Tape Recorders
8MM Projectors	Cassette Recorders
Overhead Projectors	Carrivoice
Opaque Projectors	Listening Stations
Film Strip and Slide Projectors	Reading Laboratories
Microfilm Readers	
Show 'N Tell	Programmed Instruction
Previewers	
Cameras	Perceptomatics
	Controlled Readers
	Tachistoscopes
	Reading Pacers

In addition to the equipment and materials mentioned above individual Project Teachers developed a large variety of teaching aids unique to their own instructional situations.

2.5 PROGRAM BUDGET

The funds for Newark's Title I Program were provided by the Federal government under the Elementary and Secondary Education Act of 1965. These funds covered the operation of the regular school year program during the period from September 1, 1970 through June 30, 1971.

For purposes of uniformity of organization and presentation, the total program budget of $5,528,284, is presented as follows:

INSTRUCTIONAL ACTIVITIES				
Improving Reading Achievement	$3,413,847		61.75%	
Cultural Enrichment	$ 611,916		11.07%	
In-Service Training	$ 81,436		1.47%	
Subtotal		$4,107,199		74.29%
SUPPORTIVE SERVICES				
Pupil Supportive Services	$ 682,914		12.35%	
Staff Supportive Services	$ 654,277		11.84%	
Subtotal		$1,337,191		24.19%
PARENT AND COMMUNITY INVOLVEMENT				
Title I Services to Parents		$ 83,894		1.52%
TOTAL PROGRAM BUDGET		$5,528,284		100.00%

SECTION IV
PROGRAM EVALUATION

1.0 OVERVIEW

The Communication Technology Corporation (CTC) was engaged by the Newark Board of Education to conduct a comprehensive evaluation of the School District's ESEA Title I Program for the 1970-1971 school year.

CTC's efforts were directed at providing the Board of Education with an external "in-depth" examination and analysis of information concerning the process and product of the Title I Program which would result in a complete Final Report for the regular school year. Figure IV–1 presents the major components and sub-components involved in this overall task.

As shown in this Figure, the major components are Design, Implementation, and Liaison. CTC considered that the initial steps in this overall effort should be the establishment of the Liaison component and, specifically, the involvement of the community in the other major components of the evaluation process. Toward this end, channels of communication were established between the Board of Education representatives, the Title I Central Advisory Committee, interested parents and community groups, and CTC's evaluation staff. The primary method of implementing these communication channels was to arrange for regular meetings between CTC's staff and the involved groups.

The initial meeting was held with the Title I Central Advisory Committee and the Newark Board representatives. At this time, CTC presented its overall evaluation plan and stated its intentions regarding the inclusion of community members in the evaluation. CTC suggested at this meeting that the Central Advisory Committee organize an Evaluation Subcommittee to work hand-in-hand with CTC's staff members during the evaluation effort. The function of this Subcommittee was to receive pertinent and timely information regarding the progress and status of the evaluation which could then be reported to the larger Central Advisory Committee.

To further assure that the community and parents would be actively involved in the evaluation, CTC's staff members developed a specific plan to incorporate the opinions, knowledge, and feelings of the Title I program participants and parents in the final project report. Meetings between CTC staff evaluators and members of the Evaluation Subcommittee were held in late fall, 1970, to discuss this plan. Basically, the plan was to solicit parent and community participation and direction, in the Design Component, in the determination of areas of evaluation and the best means of securing the necessary research information. Subsequently, the entire evaluation effort was rooted in a high degree to parent and community participation from the outset. After several meetings, agreement was reached on the design approach for the evaluation data collection and meetings thereafter were held on a monthly basis in order to monitor the operation of the evaluation program.

Minutes of these review meetings with the Evaluation Subcommittee are available from the files of Communication Technology Corporation and the Newark Board of Education. Through these meetings, participants in the evaluation were defined, along with the content areas of the questionnaires, the key types of responses desired, and the kinds of questions which appeared to be relevant to the study.

Active community involvement in the Implementation phase of the evaluation was afforded by CTC's decision to involve members of advisory committees and community agencies in assisting CTC's field personnel in the actual data collection and interview processes. Superimposed on this, was CTC's establishment of a permanent field office in Newark and the subsequent employment of a Newark

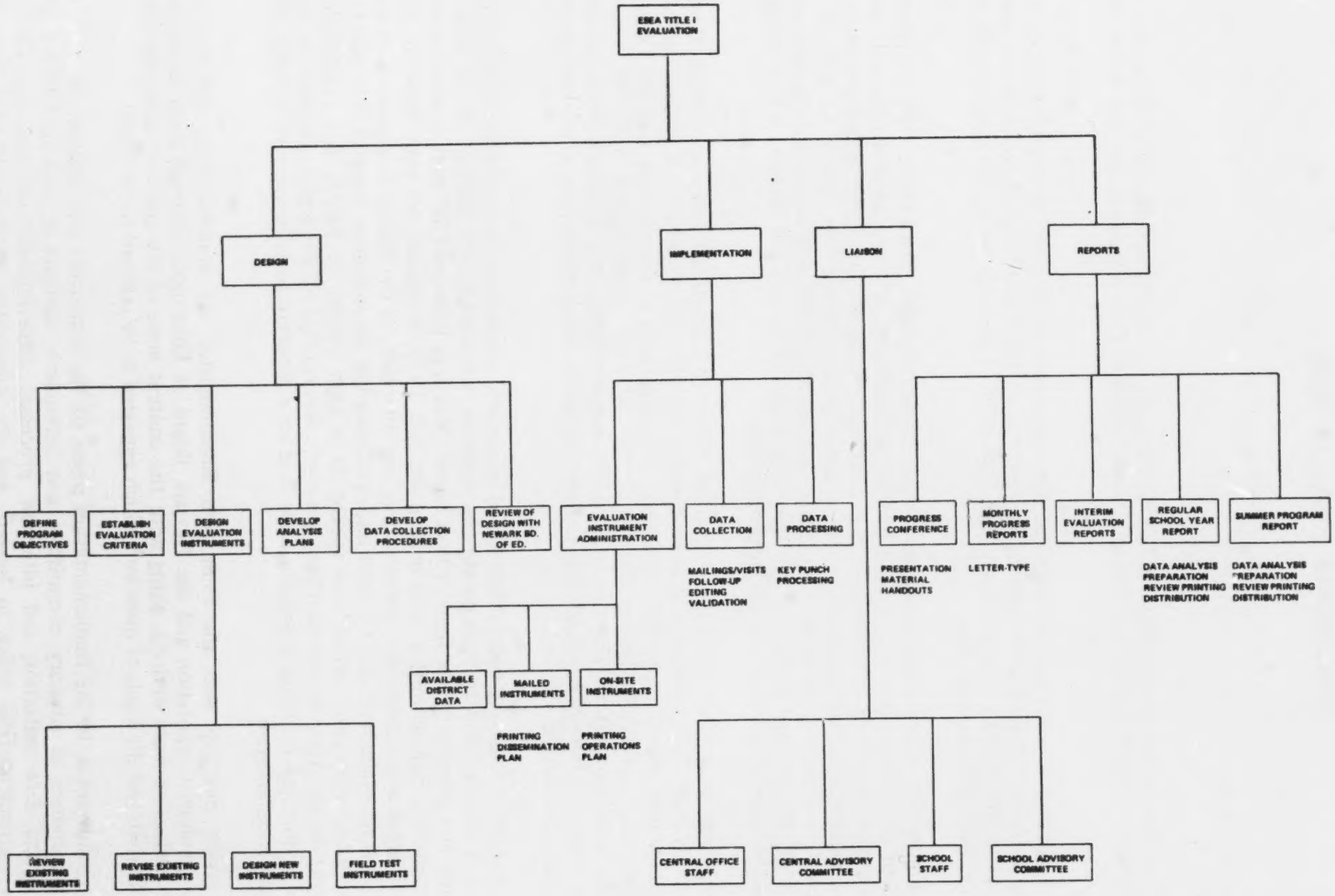


FIGURE IV–1

EVALUATION WORK BREAKDOWN STRUCTURE

community representative as a full time CTC staff member. CTC provided a comprehensive training program for this new staff member in order to leave, in Newark, a legacy of work experience in the field of educational program evaluation.

Upon completion of the construction of this firm foundation for conducting the evaluation, CTC then concentrated on the development of a data collection plan. This plan included provision for the orderly and timely collection of the objective test data, administration of the questionnaires, interviews, and observations.

The Newark teacher's strike seriously affected the implementation phase of the evaluation effort. However, CTC applied the necessary manpower and professional effort to overcome this long delay and provide an evaluation final report within a reasonable time after its original due date.

CTC, in considering the instrumentation for the evaluation, examined that which was employed in previous evaluation efforts. Between the Newark Board of Education representatives, the Evaluation Subcommittee , and CTC's staff, it was determined that a completely new design of instrumentation was necessary. Throughout the instrument design phase, all draft instruments were submitted to the Board representatives and the Evaluation Subcommittee for their comment and suggestions. All fully designed instruments, with revisions as indicated, were submitted for final review and approval prior to publication and administration.

CTC accommodated the Bilingual Program in the design of instrumentation by having the instruments directed toward the pupils and parents of pupils in the program translated into Spanish.

Additional data incorporated in the evaluation design included the objective test scores (pre and post) which were made available by the Newark Board of Education. These scores were obtained for all Title I pupils who took the tests in May, 1970, and May, 1971. In order to establish a more meaningful measure of the impact of the Newark Title I Reading Program, CTC undertook a longitudinal study of pupils randomly identified in grade levels from grade two (2) through twelve (12). This study tracks the progress of individual pupils in the program to begin to demonstrate program effectiveness and/or weaknesses by grade levels. The initial data and discussion of this study is contained in Appendex B of this report.

CTC provided periodic feedback of pertinent data regarding CTC's activities through monthly reports which delineated progress against the planned set of activities submitted to the Newark Board of Education. In addition, CTC provided interim reports which indicated pertinent facts or data regarding CTC's findings during the conduct of the evaluation.

2.0 INSTRUMENTATION

The instruments employed to gather data regarding the overall Newark Title I Program were standardized test scores, questionnaires, observations, and interviews. The test scores were the result of the administration of the Metropolitan Achievement Tests and the Nelson Reading Test to all participating Title I pupils in May, 1970, and May, 1971. While these scores provide valuable data concerning pupil progress and program impact from the stand point of academic achievement, the opinions of participants in an educational program provide a key source of information about the subjective responses to the program in general, and to specific components as well. For example, one might conduct a reading program and find that on a specific reading test the participants were successful as a whole, but that some of the participants were very unsuccessful. This information, though valuable, is incomplete. It does not tell the observer what kind of material the participant likes to read or whether the participants like to read at all. Neither does it permit one to judge whether reading is a part of the life style of the participants when he is not participating in the program. Therefore, questionnaires and related interviews and observations attempt to provide additional information about a program which will permit those who fund programs to touch the otherwise intangible worth of a program. These data are often more important than achievement data. Together with achievement data, the potential for enlightened decisions is significantly enhanced.

2.1 QUESTIONNAIRES

Areas of interest which are explored via questionnaires should be those which provide meaningful data regarding the Title I Program, but which are not available from standardized data sources. These areas are, in general, the intangibles which indicate the success or progress of an educational program. CTC developed a matrix which charted content areas, the potential data suppliers and the area covered by the expected response. Figure IV–2 presents this matrix.

	DATA SOURCE			
CONTENT AREA	PARENT	PUPIL	TEACHER	ADMINISTRATOR
SELF IMAGE	Comment on Self Image of pupil	Image of himself	Comment on Self Image of pupil	_____
ATTITUDE	Toward program, community involvement	Toward program, teacher, school	Toward program, student, community admin.	Toward program, pupil, teacher, community
INVOLVEMENT	In Program	_____	_____	_____
KNOWLEDGE	Of Program	Of Program	Of Program, student needs, parental involvement	Of Program, parental involvement, student needs
OBSERVATIONS	Of pupil	_____	Of pupil, community, program	Of teachers, program
BACKGROUND	_____	Of pupil (sex, age, grade)	Of teacher	Of administrator
RECOMMENDATIONS	Toward program	Toward program	Toward program	Toward program
OPINIONS	Of teachers, advisory group, program	Of teachers, program	Of program	Of teachers, program

FIGURE IV–2
QUESTIONNAIRE CONTENT AREAS/DATA SOURCES

The key types of responses expected were estimates of fact, qualitative judgements, reports of estimated progress, like or dislike of the program and recommendations.

The questionnaires were randomly distributed to a sample of the identified participants. In addition, instruments were developed for parent interviews and classroom observations. These last instruments were administered, for the most part, by parents and community members selected by the Evaluation Subcommittee .

Because of the large number of documents involved, CTC prepared all instruments so that they might be handled by data processing equipment for response tabulation. To minimize the error factor, all processed data were validated before being analyzed. Table shells were then constructed as part of the analysis plan and the processed data placed in the appropriate categories for analysis.

CTC's staff then determined the sample to be employed for validation purposes. The classroom observation and parent interview forms were administered at this time.

The cooperation exhibited by the community members employed in the administration of these instruments was quite gratifying. It should also be noted that those parents responding to the instruments were also very cooperative.

The statistical summary of the administration of the various questionnaires is presented in Table IV-1. The percentage of return far exceeded expectations and provided more returns than needed to be 95% confident (±3%) that the response was indicative of the entire Title I participant population.

2.2 OBSERVATIONS AND INTERVIEWS

As part of the overall evaluation design, a classroom observation form was developed by CTC. This form was used by parents, community members, and CTC staff to make direct observation of the Elementary, Secondary, Bilingual, and Special Education Title I classrooms.

The form was designed to provide evidence concerning the general educational environment and general outcomes of the Title I classroom activities. Because the majority of the observations were to be made by community personnel not trained in educational observation, an inventory type of check list was used. Provision was made on the form to record the observation of the educational climate, the organization of the lesson, instructional material, and pupil participation. In addition, provision was made to record the observer's impression of the pleasantness of the classroom and to record recommendations based on the observations. The intent of the observation was to get a measure of the general atmosphere of the Title I classroom.

The parents/community members who observed the Elementary, Secondary and Special Education classes were randomly selected from a list of prospective observers supplied by the Title I Central Advisory Committee through the Evaluation Subcommittee . The observers of the Bilingual classes were selected from a list provided by the Bilingual Program Administrator Observations by CTC were performed by a Newark community member hired by CTC as a full time staff member.

After the observers were selected CTC provided a brief orientation for them. This orientation was supported by printed material, furnished to each observer, which provided the objectives of observations and suggested methods of conducting them. A master schedule of classes and appropriate times for the observations was utilized to randomly assign the observer to the various classrooms.

SCHOOLS	PUPIL QUESTIONNAIRE			PARENT QUESTIONNAIRE			PUPIL QUESTIONNAIRE (TEACHER ANSWERED)			TEACHER QUESTIONNAIRE			PROJECT COORDINATOR QUESTIONNAIRE			PRINCIPAL QUESTIONNAIRE		
	DIST.	RET'D	%	DIST.	RET'D	%	DIST.	RET'D	%	DIST.	RET'D	%	DIST.	RET'D	%	DIST.	RET'D	%
ELEMENTARY	1,030	1,021	99%	2,171	1,641	76%	2,171	2,023	93%	98	94	95%	52	52	100%	52	50	98%
SECONDARY	543	491	90%	543	307	57%	543	498	92%	16	16	100%	10	10	100%	10	9	90%
SPECIAL	90	74	82%	90	51	57%	90	67	74%	5	5	100%	12	12	100%	12	11	92%
BILINGUAL	87	81	93%	196	147	75%	196	179	91%	87	77	88%	9	9	100%			
SUMMARY	1,750	1,667	95%	3,000	2,146	72%	3,000	2,767	92%	206	192	93%	83	83	100%	74	71	96%

TABLE IV–1

STATISTICAL SUMMARY – QUESTIONNAIRE ADMINISTRATION

The data from the completed observation forms were summarized by program, i.e., Elementary, Secondary, Bilingual, and Special Education. The data were then analyzed to provide a general picture of the environement and dynamics of the various classrooms.

Parents were selected at random to be interviewed as a validation of the parent questionnaire previously administered. These interviews were performed by parents and community members whose names, again, were provided to CTC by the Title I Advisory Committee through the Evaluation Sub-committee.

The interviewers were given an orientation which included printed instructions on the objectives and the suggested methods for conducting the interviews. A list of the selected parent's names was then given to each interviewer along with the interview forms.

Tables IV-2 and IV-3 present the statistical summary of the classroom observations and parent interviews. The completion rate is, again, very impressive and indicative of a high level of interest on the part of the parents and community memebers invovlved.

TABLE IV–2
STATISTICAL SUMMARY – CLASSROOM OBSERVATIONS

SCHOOLS	SCHEDULED	CONDUCTED	PERCENTAGE
ELEMENTARY GRADES 1 – 8	35	31	89
SECONDARY GRADES 7 – 12	16	14	88
SPECIAL	5	5	100
BILINGUAL ELEM. GRADES 1 – 8	9	9	100
BILINGUAL SECONDARY GRADES 7 – 9	6	6	100
SUMMARY	71	65	92

TABLE IV–3
STATISTICAL SUMMARY – PARENT INTERVIEWS

SCHOOLS	SCHEDULED	CONTACTED	PERCENTAGE
ELEMENTARY GRADES 1 – 8	170	147	86
SECONDARY GRADES 7–12	20	16	80
SPECIAL	20	10	50
BILINGUAL ELEMENTARY GRADES 1 – 8	16	16	100
BILINGUAL SECONDARY GRADES 7 – 9	4	4	100
SUMMARY	230	193	84

2.3 STANDARDIZED TESTS

It was clear, from a review of the 1971 Newark Title I Proposal that improvement in reading was the prime objective. Therefore, CTC planned to examine the available achievement test scores for evidence on the outcomes of the Reading Programs and indicators of pupil progress.

As part of the Title I Program, Newark administers annual reading tests in the elementary and secondary schools in May of each year. Test scores were available in the Central Office for May of 1970 for all pupils who were participating in Title I at that time. In May, 1971 tests again were administered to all participating pupils in grades 1 through 12.

The Metropolitan Achievement Test was administered to all children in the public and non-public elementary division in grades 1 through 8. For grades 5 through 8 the scores were machine computed and computer runoffs of individual student scores, class means, grade means, and Newark means were calculated. However, for grades 1 through 4 the tests were hand scored; CTC personnel transcribed all of these scores for later tabulation and computation of grade means.

For the secondary division in grades 7 through 8, the Nelson Reading Test was administered and these scores were all machine scored. As a result, means by grade level and other statistics across grade were provided by the computer runoff.

Graded children in the Special Education division were tested with the California Achievement Test. The California tests were used for both pre-testing and post-testing; however, the analysis of these scores in the evaluation was not possible because the scores could not be made available within the time allotted for the analysis. As a substitute for analysis of the California tests and to provide a base data for future evaluations, the Metropolitan Achievement Test was administered in May, 1971 to a sample of graded children in the Special Education Schools.

For the Bilingual Program, no 1970 scores were available because the program was not in existence at the time. To provide baseline data for future evaluations, arrangements were made to administer the Nelson Test to grades seven, eight, and nine.

The data from the standardized tests were used as a measure of pupil achievement in the Elementary Division, the Secondary Division, the Special Education Division, and the Bilingual Program. Because the objectives of the Title I Program were stated in terms of grade equivalency, CTC used the grade equivalent scores in the data analysis.

In the Elementary and Secondary Divisions, comparisons of the mean grade level of the 1970 and 1971 pupils were made by grade level. Assuming that the 1971 pupils were in one grade lower in 1970, longitudinal comparisons were made between the scores of the 1971 pupils and the scores of the 1970 pupils who were one grade lower. The limitations of such comparisons are obvious, but lacking a true longitudinal study, these comparisons were deemed to be the preferred alternative.

In order that future evaluation efforts have such longitudinal data, CTC has instituted a longitudinal study utilizing the May, 1970, and May, 1971, test scores of identified pupils to be included in the pupil sample for the longitudinal study. To test the validity of the data, CTC solicited information from the Project Coordinators which indicated which pupils who were participating in the 1971 Program had also participated in the 1970 Program. It appeared that only 40% – 50% of the children had participated in the program for two consecutive years. This transiency of student population may tend to mask the real effects of the Title I Program, but the longitudinal study on selected students may eventually provide the instrument that will produce more meaningful data on the impact of the Title I Program on the pupils. From the list provided by the Project Coordinators, CTC randomly sampled approximately 15% of the pupils who were tested in May of 1970 and for whom test scores should be available in May, 1971. These data and summary are presented in Appendix B and will be retained by CTC for application in future evaluation efforts in Newark.

For the Bilingual Program, pre and post-test comparisons could not be made because of the unavailability of pre-test data. To make some meaningful comparisons, the mean grade equivalent of the Bilingual pupils, shown by available scores, were compared to the theoretical norms and the Newark Title I norms. The theoretical norm was defined as the grade and month the pupils were in at the time of testing and the Newark Title I norm for each grade was defined as the mean grade equivalent of the 1971 Newark Title I pupils in the grade.

Like the Bilingual Program pre and post-test comparisons could be made for the Special Education Division because of the unavailability of pre-test data. The Special Education Program mean grade equivalents were compared to the theoretical and Newark Title I norms in the same manner as the Bilingual data.

3.0 DATA SOURCES

The data sources utilized in the evaluation were the program participants; pupils, Project Teachers, parents, Program Administrators, school Principals, and the supportive personnel. Obviously some of the participants are more directly knowledgeable of the program than others. This fact notwithstanding, CTC identified all of these as program participants who would have specific input into the data collection effort.

CTC identified twenty-two thousand eight hundred forty-eight (22,848) pupils participating in the overall Title I Program in all grade levels.

The apparent discrepancy which might be detected in Table IV–1, "Summary of Sampling Results," regarding the number of pupil instruments administered (1,750) as opposed to the number of pupils in the program (22,848) included in the evaluation, can be explained by the fact that CTC requested that only the pupils from grade four (4) through twelve (12) respond to the instruments themselves. The pupils in grades one (1) through three (3) were covered through a pupil instrument answered by the Project Teachers. These same instruments were also administered in grades four (4) through twelve (12) to provide validation of the instruments completed by these pupils themselves.

After determination of the population size, CTC extracted the sample size required from Table 20 of "Tables for Statisticians" by Arkin and Colton. This sample size was based on a 95% confidence level that the response of the sample would be +3% of the response expected from the entire population. The summary of the distribution of instruments to the various participants and the sampling results are presented in Table IV-4.

From the table it can be seen that the percentage of return from each participant group far exceeded that necessary to provide the 95% confidence level CTC established. CTC attributes this, at least in part, to the preparatory steps taken prior to instrument administration. CTC's staff members provided orientation sessions for all Project Coordinators and Administrators to acquaint them with the procedures for instrument administration and return. All possible instrument related questions and/or problems that might be raised were discussed in detail to assure that the Project Coordinators and Administrators would not encounter any unfamiliar situations through the instrument administration period.

SECTION V

EVALUATION FINDINGS AND DISCUSSION

1.0 INSTRUCTIONAL ACTIVITIES

During the conduct of this evaluation, pupils, parents, Principals, Project Coordinators, and Project Teachers participated in completing questionnaires, the community and CTC staff performed classroom observation and parents were interviewed, in order to acquire data on many aspects of the program which were not available from standardized test results. Portions of the data collected were directed toward general instructional activities, and are reported separately in the following paragraphs. Data concerning specific components of the program i.e., reading achievement, cultural enrichment and parent and community involvement, are reported in other areas of this Section.

The observers of Elementary classrooms reported that, in 93% of their observations, reading was being taught, in 97% of their observations, pupils were attentive and were being given an opportunity to respond to the teachers' questions, in 95% of their observations, pupils seemed to want to participate in classwork, and in 72% of their observations, the pupils were provided with an opportunity to ask the teacher questions during the lesson. In addition, in 75% of their observations it was felt the classroom was a pleasant place for the pupil to learn and the teacher to work.

The observers of the Secondary classrooms reported that, in 83% of their observations, reading was being taught, in 79% of their observations, the pupils had an opportunity to respond to the teacher's questions and were attentive, in 86% of their observations, the pupils seemed to want to participate, and in 92% of their observations, the pupils had an opportunity to ask questions. Less than half (46%) of these observers reported that the classroom was a pleasant place for the pupil and teacher.

Of the Special Education classroom observers, 80% observed reading being taught, 100% observed that the pupils had an opportunity to respond to teacher's questions, 67% observed that the pupils were attentive, 80% observed that the pupils seemed to want to participate, and 60% observed that the pupil was provided an opportunity to ask questions. However, only 40% reported that the classroom was pleasant.

In 31% of the observations of the Bilingual classes, other academic subjects were observed being taught, and, in 25% of the observations, teaching of mathematics was noted. Of the observers of the Bilingual classes, 100% observed that the pupils were provided an opportunity to respond to the teacher's questions, 71% observed attentive pupils, 85% observed that the pupils wanted to participate, and 92% observed that the pupils were given an opportunity to ask questions. Eighty percent (80%) of the observers reported that the Bilingual classroom was a pleasant place for the pupil to learn and the teacher to work.

The data shows that reading was the most often observed subject being taught, except in the Bilingual classes where other academic subjects and mathematics were more frequently observed being taught. This indicated that the programs are placing emphasis on reading in the Elementary, Secondary, and Special Education Program objectives, but the Bilingual Program is not concentrating on reading as such, but generally using the school curriculum as the vehicle to foster bilingualism.

In a large majority of classes it is clear that the pupils were attentive, wanted to participate, and were given the opportunity to ask questions and respond to the teachers' questions.

Except in the Regular Secondary and Special Education classes, most of the observers reported that the classrooms were pleasant places for the teacher to work and the pupil to learn. It is worth noting that when asked to recommend changes to make the classroom more pleasant, the regular program observers, most frequently suggested remodeling the classroom, and those observing the Bilingual Program suggested the provision of more instructional materials and/or equipment to assist the teacher. The second most frequent observation for the regular program was to provide more instructional materials and/or equipment; for the Bilingual Program the second most frequent suggestion was to remodel the classroom.

Evidence from the observations tends to support the proposition that the dynamics of the the Title I classroom are consistent with the objectives of the program, and that there is good pupil interaction with the Program and teachers in a relatively pleasant educational environment, which might be improved by physical alterations.

Of the over 2,000 Parent Quesionnaires returned, a majority (54%) of parents felt that the Title I Program was really helping their child. Significantly, 87% of the parents of Bilingual pupils felt this way, while only 37% of the parents of Special Class pupils were in agreement.

It seems from these data that at least half of the parents see value in the Title I Program, except for Special Education, which may be accounted for because of the relatively slow progress inherent for Special Education pupils, coupled with the natural desire of parents of Special Education pupils to see dramatic progress.

Fifty-four percent (54%) of the regular Elementary pupils, 49% of the Regular Secondary pupils, 73% of the Special Education pupils, 46% of the Elementary Bilingual pupils, and 39% of the Secondary Bilingual pupils reported that they are doing "good" to "very good" in school. The teachers reported that 40% of the Regular Elementary, 43% of the Regular Secondary, 43% of the Special Education, 62% of the Elementary Bilingual, and 74% of the Secondary Bilingual pupils are doing"good" to "very good" in school.

It is apparent from the findings that pupils in the regular Title I Program consistently rate their achievement higher than do their teachers, and Special Education pupils rate their achievement much higher than do their teachers. The pupils in the Bilingual Program consistently rate their achievement much lower than do their teachers.

Assuming a rating of "good" or "very good" would place the pupil at high average or above in school achievement, it would be expected that about 40% of the pupils would be so rated in a group which was normally distributed.

The only large deviations from 40% appear when Special Education pupils rate themselves, and Bilingual pupils are rated by their teachers; both deviations were positive. Since these pupils are identified as qualifying for a Title I Program, it is reasonable to believe that in a non-Title I Program with non-Title I pupils, these pupils would not be rated as successful, either by their teacher or themselves. It is, therefore reasonable to believe that the Title I Program is fostering pupil academic achievement as perceived by the pupil and their teachers; however, because the Bilingual pupils constantly rate themselves lower than do their teachers it may be worthwhile to include activities designed to increase the pupils' self-image as a pupil in the Bilingual Program.

To collect evidence about the curriculum materials used, the teachers were asked on the questionnaire to rate the appropriateness of the materials for the pupils and for the program. When the teachers reported, for the pupils on the Pupil Questionnaire (Teacher Answered), it was a measure of the appropriateness of the materials for a given percent of the pupils in the program. When the teachers reported, for the program on the Teacher Questionnaire it was a measure of the appropriateness of the materials for the program.

Ninety-seven percent (97%) of the Regular Elementary, all of the Regular Secondary and Special Education 59% of the Elementary Bilingual, and 50% of the Secondary Bilingual Project Teachers reported that the curriculum materials are "somewhat appropriate" or "highly appropriate" for the program. The teachers reported that the curriculum materials are "somewhat" or "highly appropriate" for 73% of the Regular Elementary pupils, 91% of the Regular Secondary pupils, 67% of the Special Education pupils, 73% of the Elementary Bilingual pupils, and 42% of the Secondary Bilingual pupils.

The teachers who are the users of the curriculum materials and perhaps the best judge of their appropriateness, nearly all agree that the materials are appropriate for the Regular Title I Program. Of the Bilingual Teachers, only 50% to 60% of them agree the materials are appropriate for the program; this is understandable when it is realized that the Bilingual Program is new and unique, and, subsequently, an abundance of curriculum materials are, as yet, not available. This finding is consistent with a previous finding, namely, that, of the observers of the Bilingual Program, the most frequent suggestion was to provide more instructional materials and/or equipment to assist the teacher.

Ideally, 100% of the materials should be appropriate for 100% of the pupils in every classroom. This is possible only if every classroom had only one pupil who had materials designed especially for him. People and their abilities tend to be normally distributed with approximately 68% the middle range (plus or minus one standard deviation), and the remainder on the extreme higher or lower ends. Therefore, a realisitic expectation would be that the materials were appropriate for at least approximately 68% of the pupils.

From the teachers' report, it is clear that the materials are appropriate for around or above 68% of the pupils, with the exception of the Secondary Bilingual pupils.

Again, the unavailability of curriculum materials for the new and unique Bilingual Program is apparent, which suggests the need to discover and/or develop these materials.

The quantitative evidence presented above concerning general instructional activities indicates that the Title I program for the most part uses appropriate curriculum materials in reasonably pleasant classrooms which might be improved by some physical changes. There is good pupil interaction with the teacher and program. The academic achievement, as reported by the parents, pupils, and teachers, is reasonably satisfactory.

1.1 IMPROVEMENT OF READING ACHIEVEMENT

Reading improvement was the priority thrust of the Newark Title I Program, specifically, to improve the reading achievement level of pupil participants by 1.0 years.

To evaluate the effectiveness of the reading program, standardized test scores were collected. In addition, questionnaires were distributed to pupils, parents, principals, Project Coordinators, and Project Teachers, containing items which elicited their attitudes, feelings, recommendations, and perceived outcomes of the reading program.

The findings have been analyzed and presented separately for Elementary, Secondary, Special Education and Bilingual Programs respectively. Within each of these separate presentations, the findings of the tests are displayed, followed by the questionnaire findings.

1.1.1 Elementary

The Title I pupils in the elementary school were administered the Metropolitan Achievement Test in May, 1970, and again in May, 1971. From this test, grade equivalent scores for Reading Comprehension and Word Knowledge were obtained. Because the reading objectives of the Title I Program were stated in reference to national (theoretical) norms, they were used in the evaluation though it is realized that the norming group does not necessarily represent the average child in the Newark schools. To present longitudinal comparisons, the mean grade equivalent level of the 1971 pupils, by grade, were compared to the mean grade equivalent reading level of the grade they were in during the 1970 testing period. It is realized that attrition (dropouts, failures, etc.) may have changed the composition of the classes from year to year, but it is believed that the changes were sufficiently small so that the comparisons are meaningful.

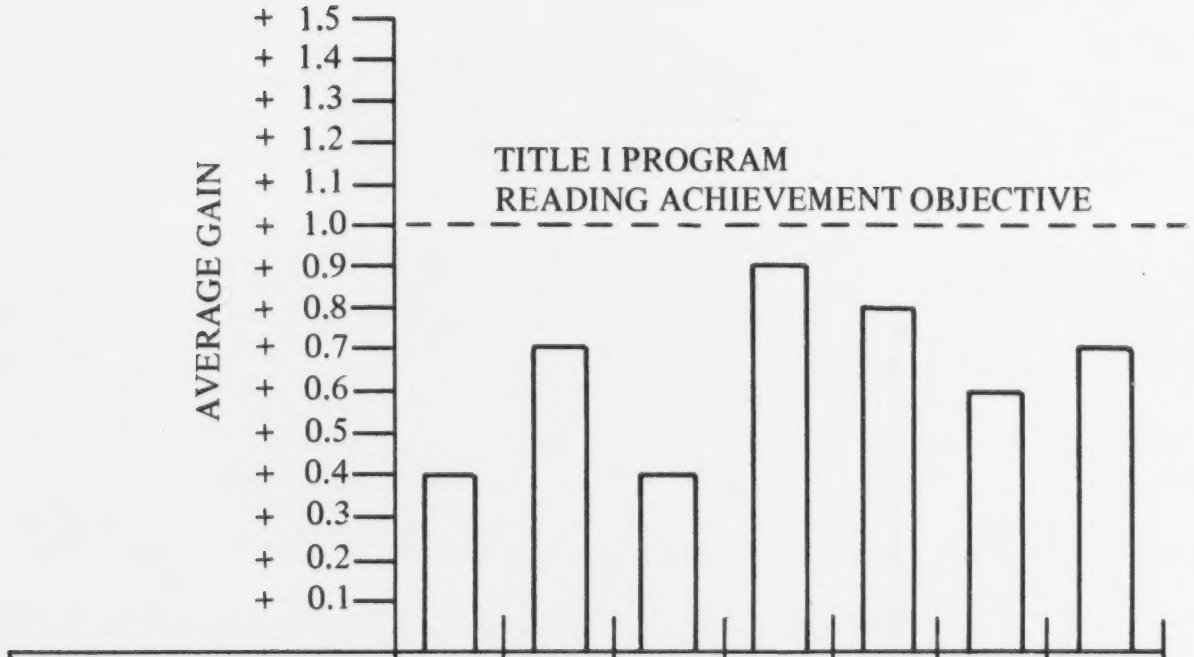
These comparisons for reading are presented in Table V-I.

TABLE V–1
AVERAGE READING SCORES – BY GRADE LEVEL
METROPOLITAN ACHIEVEMENT TEST (READING COMPREHENSION)
MAY 1970 – MAY 1971

Grade Level 1970	No. Tested	Average Grade Equivalent May 1970 Test	Grade Level 1971	No. Tested	Average Grade Equivalent May 1971 Test	Average Gain
1	1071	1.6	2	2091	2.0	+0.4
2	1696	2.1	3	2410	2.8	+0.7
3	1862	2.8	4	2243	3.2	+0.4
4	1585	3.2	5	1309	4.1	+0.9
5	787	3.9	6	1071	4.7	+0.8
6	713	4.4	7	577	5.0	+0.6
7	337	5.0	8	606	5.7	+0.7
8	406	5.5	9		*	*

*These pupils were given a different test (Nelson) in 1971 and no meaningful gain can be calculated

Note that the table lists one-grade level higher for 1971 than for 1970. Therefore, those pupils in grade seven in 1971 were in grade six in 1970, and the increase of 0.6 approximates the increase in grade equivalent that last year's Title I sixth graders (1970) made this year (1971) while in grade seven. In all grades there was a gain; grade five made the largest gain (0.9) which comes close to the Title I objective of raising the grade level of the pupils by 1.0 grade equivalent. Generally, the gains increase to grade five then begin to decrease. This pattern of change is readily seen from Figure V-I which graphically presents the gains by grade.



GRADE LEVEL - 1971	2	3	4	5	6	7	8
GRADE LEVEL - 1970	1	2	3	4	5	6	7

FIGURE V–1

AVERAGE READING GAIN - BY GRADE LEVEL
METROPOLITAN ACHIEVEMENT TEST (Reading Comprehension)
MAY 1970 - MAY 1971

Note again that those pupils in grade two in 1971 are listed in grade one in 1970, and so forth. The dotted line on the graph represents the Title I objective of improving the reading level of the pupils 1.0 grade equivalent. The fifth graders approached the goal with a (0.9), followed by the sixth grade with a (0.8).

For longitudinal comparison, the word knowledge scores from the Metropolitan Reading Tests in grades one through eight are presented in the same way as the Reading Comprehension scores. First the mean grade equivalent level of the 1971 pupils by grade are compared to the mean grade equivalent level of the grade they were in during the 1970 testing period. This is presented in Table V-2.

From the table, it is again apparent that in the early grades the pupils are achieving, at or near, grade level, then they begin to move away from the grade level as the grade becomes higher.

TABLE V–2
AVERAGE WORD KNOWLEDGE SCORES – BY GRADE LEVEL
METROPOLITAN ACHIEVEMENT TEST
MAY 1970 – MAY 1971

Grade Level 1970	No. Tested	Average Grade Equivalent May 1970 Test	Grade Level 1971	No. Tested	Average Grade Equivalent May 1971 Test	Average Gain
1	830	1.6	2	2097	2.1	+0.5
2	1421	2.4	3	2479	2.9	+0.5
3	1597	2.9	4	2262	3.3	+0.4
4	1404	3.2	5	1313	3.9	+0.7
5	886	3.8	6	1095	4.7	+0.9
6	839	4.6	7	688	5.6	+1.0
7	533	5.4	8	606	6.3	+0.9
8	417	6.0	9		*	*

*These pupils were given a different test (Nelson) in 1971 and no meaningful gain can be calculated

The gains were extracted from this table and graphed in Figure V-2 which illustrates that there has been an increase in grade equivalent in each grade with the largest in grade seven, where the objective of one grade equivalent gain has been reached. Grades six and eight approach this achievement with a 0.9 grade equivalent increase.

For Word Knowledge as with Reading Comprehension, the findings show that there was a gain in each grade, but only a few grades met or approached the Title I goal of increasing by 1.0 grade equivalent.

In addition to the longitudinal comparison a by-grade comparison was made between the 1970 scores and 1971 scores. These comparisons are presented graphically in Figures V-3 and V-4 which present findings for Reading Comprehension and Word Knowledge respectively.

Both Figures V-3 and V-4 show the same trends which is not unexpected considering the relationship between the subtests. There is little difference between the scores of the 1970 and the 1971 Title I pupils, indicating that the impact of Title I in 1971 is, at least as great, as it was in 1970.

In the early grades, the average Title I pupil achievement is, at or near grade level, then it begins to fall behind as the grade increases. This is clearly illustrated in figures V-5 and V-6.

These figures show the deviation from grade level, by grade, for both 1970 and 1971. It is apparent that the trend downward is the same for both years. This illustrates the known fact that city pupils, and especially Title I pupils, tend to gradually move farther away from the national (theoretical) norms as they progress through school.

This is, at least in part, due to the recognized fact that the norming group used for standardized tests does not represent the average child in the city schools. A more meaningful comparison would be between the achievement of the Title I pupils and city norms. Unfortunately, at this time, city norms are non-existent for the tests given or any test known to the evaluation agency.

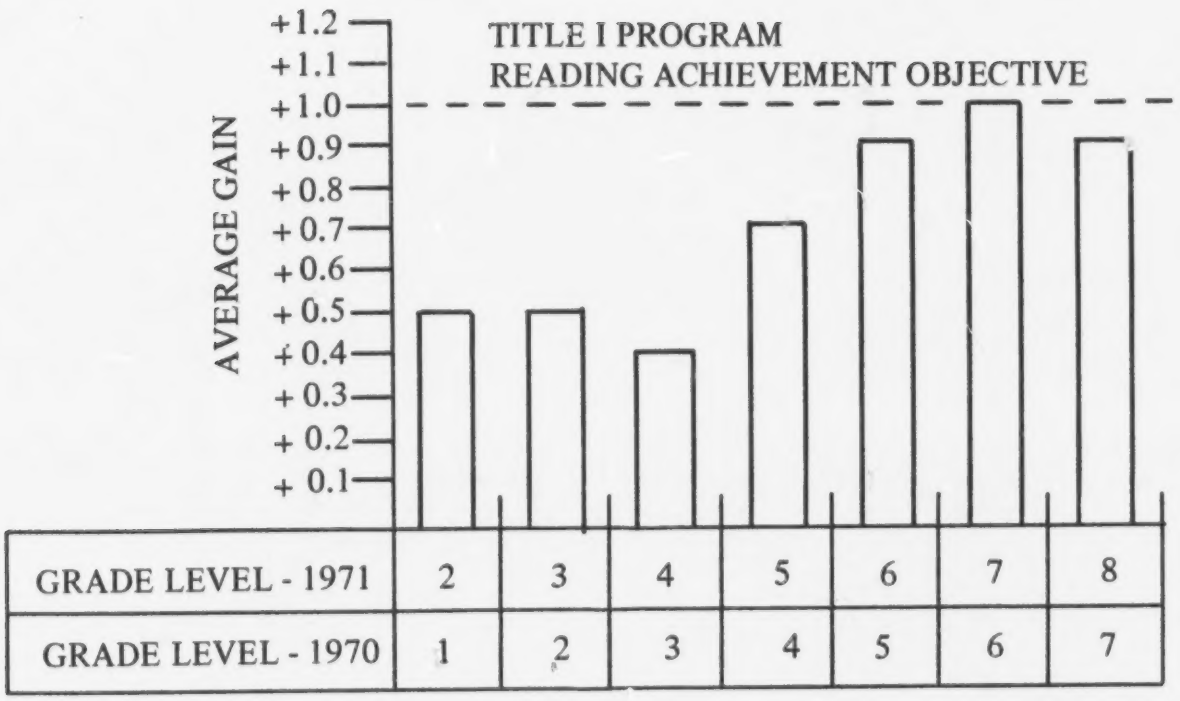


FIGURE V–2
AVERAGE WORD KNOWLEDGE GAIN - BY GRADE LEVEL
METROPOLITAN ACHIEVEMENT TEST
MAY 1970 - MAY 1971

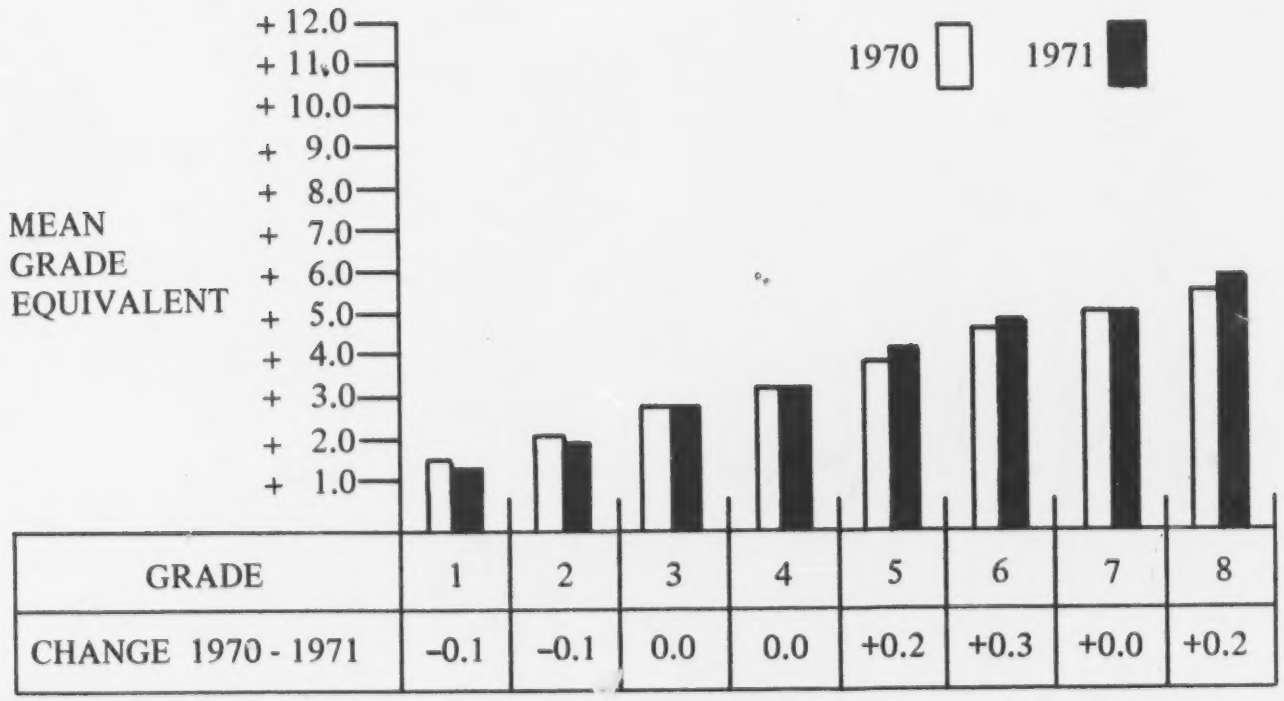
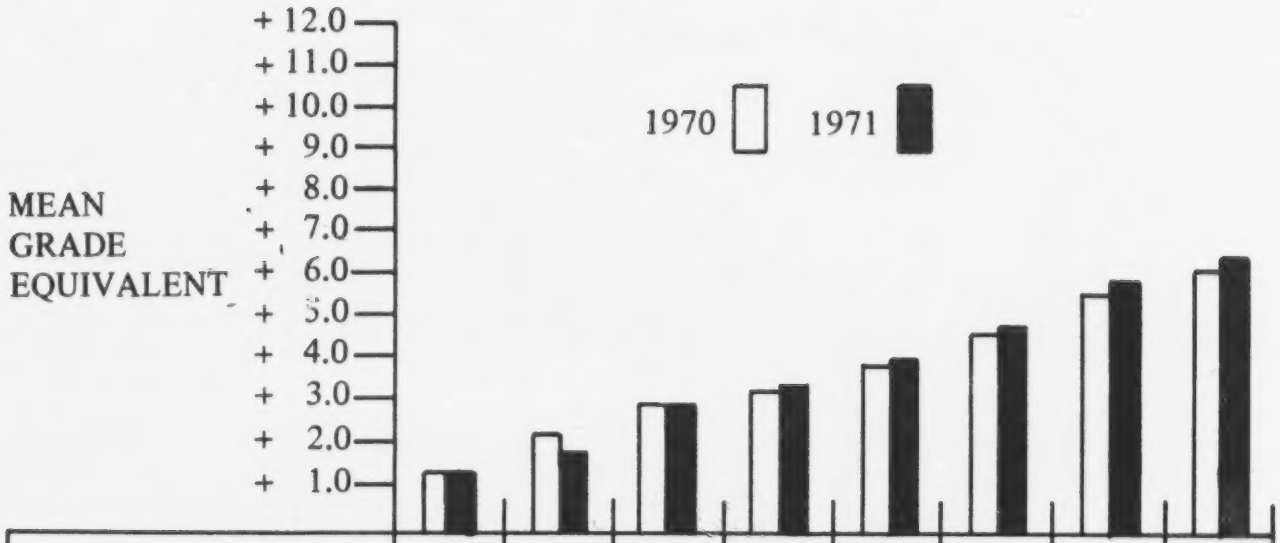


FIGURE V–3
AVERAGE READING COMPREHENSION SCORE - BY GRADE LEVEL
METROPOLITAN ACHIEVEMENT TEST
MAY 1970 - MAY 1971



GRADE	1	2	3	4	5	6	7	8
CHANGE 1970 - 1971	0.0	-0.3	0.0	+0.1	+0.1	+0.1	+0.2	+0.3

FIGURE V–4
AVERAGE WORD KNOWLEDGE SCORE - BY GRADE LEVEL
METROPOLITAN ACHIEVEMENT TEST
MAY 1970 - MAY 1971

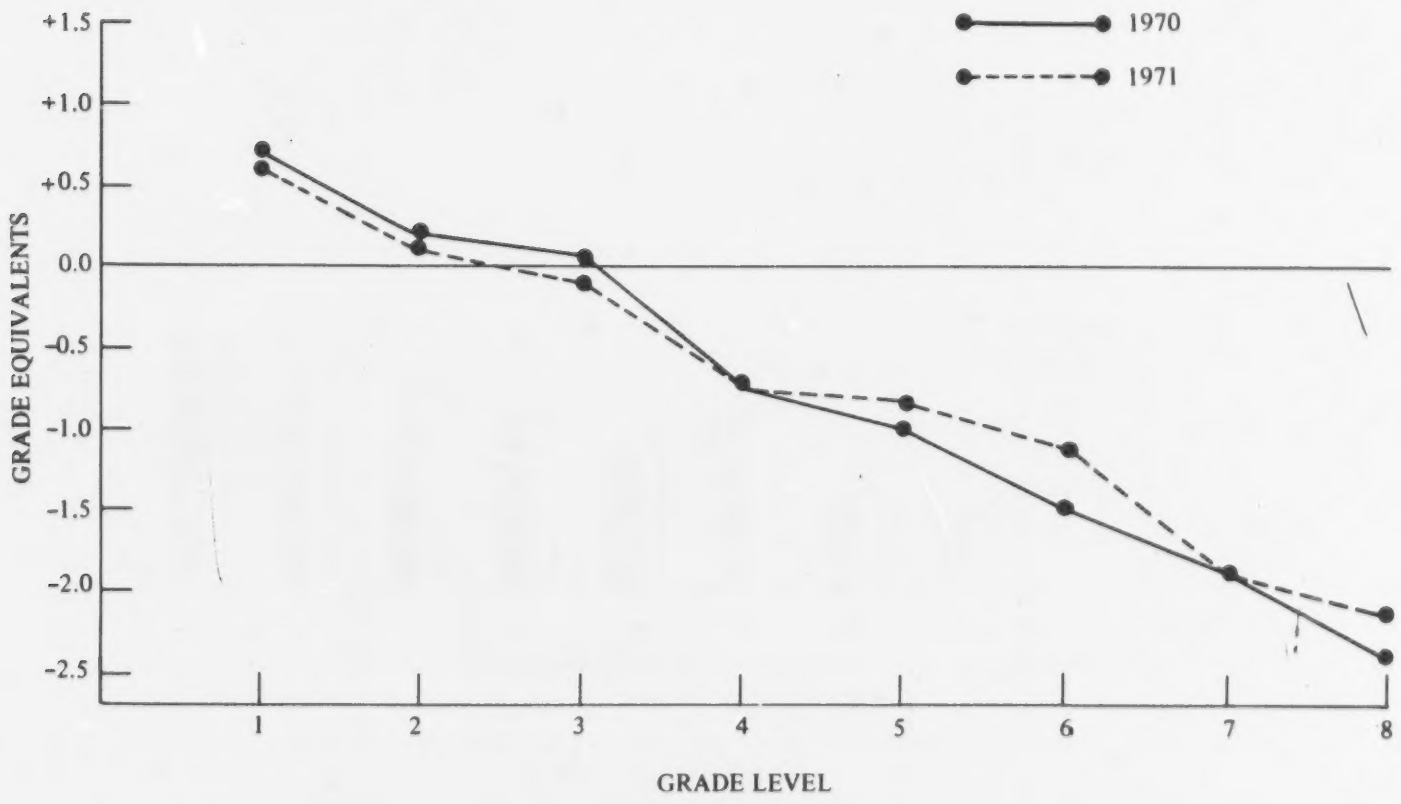


FIGURE V–5
AVERAGE DEVIATION FROM THEORETICAL NORM – BY GRADE LEVEL
METROPOLITAN ACHIEVEMENT TEST (READING COMPREHENSION)
MAY 1970 – MAY 1971

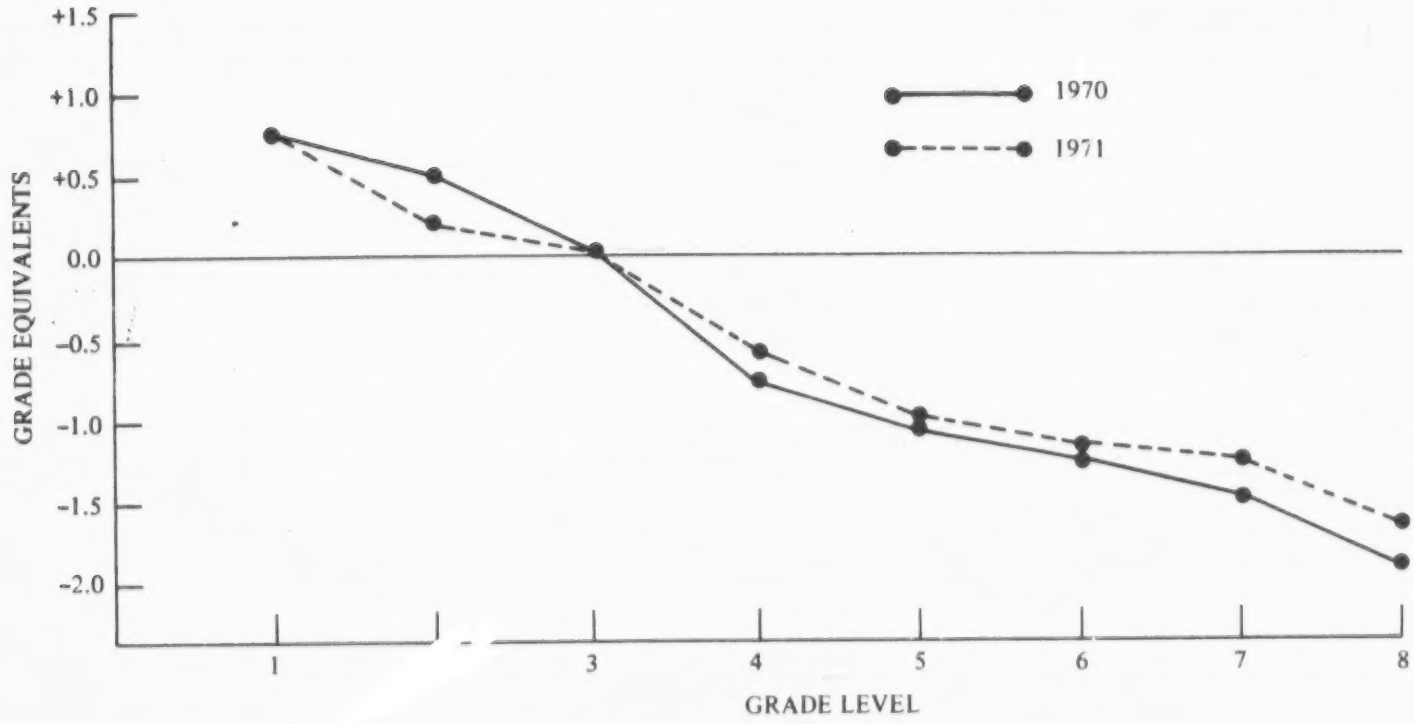


FIGURE V–6
AVERAGE DEVIATION FROM THEORETICAL NORM – BY GRADE LEVEL
METROPOLITAN ACHIEVEMENT TEST (WORD KNOWLEDGE)
MAY 1970 – MAY 1971

The data presented thus far shows that, although Title I pupil achievement tends to move farther from the national norms, there was, nevertheless, a steady increase in reading ability during both 1970 and 1971. Admittedly, the increase was not 1.0 grade equivalent based on national norms, but lacking city norms, it is impossible to determine if the gains might be at or near a 1.0 grade equivalent increase if measured against city pupil norms.

This reasoning suggests that the goals of Title I would be more appropriately expressed in terms of city-wide goals and/or norms.

In summary, the standardized tests data show that the Title I Elementary pupils are achieving reading gains with the greatest gain in fifth and sixth grades, the grade level of the Title I pupils in 1971 are approximately the same as the pupils in 1970, and Title I pupils in both years move farther from the national norms as they progress in school.

In support of the above presentation, the average grade equivalent for each grade is tabled by school in Appendix A of this report. These tables contain the mean grade equivalent and the deviation from the theoretical norm and the Newark Title I norm. The theoretical norm is defined as the year and month at the time of testing. The Newark Title I norm is the mean grade equivalent of the Title I pupils in the grade the time of testing. Bold type was used to identify those mean grade equivalents which were at, or above, the norms.

In addition to the standardized tests, questionnaires were used to see the Reading Program and its effects as perceived by the professional and non-professional groups related to the program. The responses to the items are expressed in percentages because it is a simple statistic and makes comparisons between

respondents and between groups relatively easy to understand.

Unfortunately, percentages, like other statistics, are difficult to assign practical significance to, expecially when they are reported without reference to other groups. For this reason, the evaluators, wherever possible, searched for patterns of responses from which to make inferences and draw conclusions.

The pupils were asked to respond to various questions covering the Reading Program to determine if they see merit in, and a need for, the Title I Reading Program.

Of the Elementary pupils responding, eight tenths of one percent (0.8%) indicated that they would drop out of the special reading program if they could, while ten (10%) percent reported they liked reading least in school. This indicates that, even when reading is the least liked subject, there is a reluctance to drop out. A large majority of the pupils (78%) feel that the special reading program is of help and feel that the special reading program is important. There are more pupils who like reading most in school than who like reading least in school,(25% as opposed to 10%). A small, but perhaps significant group, (12%), would use more reading materials about things he/she knows.

The pupils were asked to report on changes in their reading as a result of the Title I Program. They were asked to reply only if the item applied to them, so that those who did not know or were unwilling to judge, did not reply. Half (50%) reported they read better, and approximately half (51%) said they liked to read more. Only nine (9%) reported they read no better or read less well.

These pupil responses presents a picture of elementary Title I pupils who see value in the reading program as evidenced by the few who would drop out, and the large percent who feel that it is of help to them and important to the school. These pupils, for the most part, perceive actual personal improvement as evidenced by the fact that at least half reported they read better and like to read more, and by the few who see no progress.

The Project Teachers were asked to respond to questions about the pupils reading status, changes, and needs. The teachers estimated that 97% of the pupils were reading below grade level, but only 13% have not developed the mental, physical, and emotional maturity prerequisite to reading, indicating an awareness on the part of the teachers of the nature and scope of the reading problem of the Title I pupils. This is further substantiated by the fact that the Project Teachers indicated 61% of the pupils have a critical need for a special reading program. This seems to be a relatively high percentage when it is realized that there were other responses possible such as, a special education program, special health program, and/or expanded food program. Of considerable interest is the fact that teachers report 68% of the pupils changed for the better in reading and 45% have changed for the better in interest in reading. This is comparable to the pupil responses presented above.

The responses of the teachers leave the impression that they are aware of the reading problem in the Title I Program and are generally cognizant of the critical needs of the pupils; they also see improvement in the pupils' reading ability and interest in reading.

The parents too, were asked to indicate their observations about their child and Title I Program. According to the parents, forty (40%) percent of the children spend more time reading, 39% enjoy reading more, 26% want to go to the library more often, and 33% tell their parents more about things he/she is reading, which shows that more than one out of four elementary Title I children now spend more time and effort in reading activities than before.

Sixty-three (63% of the parents reported they felt Title I has helped improve their child's reading, and 38% indicated that reading improvement is the most important thing a child can get from Title I. Improving reading was the most frequently reported, by the parents, as the most important thing a child can get from Title I and improving his grades was second most frequently reported. These parent responses indicate that

parents see positive reading behavior changes in their children, and feel that Title I is helpful and important to their child's reading achievement.

The professionals directly involved with the Title I Program, Project Teachers, Project Coordinators, and Principals were asked to indicate the major effect of the Title I Program. Consistently, the most frequently reported major effect was the provision of more individualized help for the pupil. However, twenty-two (22%) percent of the Project Teachers, twenty-one (21%) percent of the Project Coordinators, and seventeen (17%) percent of the Principals reported that the provision of supplementary reading instruction was the major effect of the Title I Program.

The coordinators and principals were asked what single change they would make in the program if they were permitted. The most frequent response was to let more children into the program, with twelve (12%) percent suggesting that they provide more time for reading. The parents responded the same way except 16% would provide more time for reading. The responses of the professionals show that they generally feel the provision of individualized instruction is more important than provision of more time for reading, and the admission of more pupils to the Title I Program would be more effective than increasing the time spent on reading with the children currently enrolled. It also appears that the parents and pupils are in general agreement with the professionals.

1.1.2 Secondary

As with the elementary programs, standardized tests and questionnaires were used to collect data on the Title I Reading Program in the secondary schools.

The Title I pupils in the secondary school were administered the Nelson Reading Test in May, 1970, and again in May, 1971; from this test, grade equivalent scores for Paragraph Meaning and Vocabulary were obtained. Because the reading objectives of the Title I Program were stated in reference to them, again, national (theoretical) norms were used in the evaluation, although it is realized that the norming group does not necessarily represent the average child in the Newark schools.

To present the same longitudinal comparisons as in the elementary grades, the mean grade equivalent level of the 1971 pupils, by grade, were compared to the mean grade equivalent reading level of the grade they were in during the 1970 testing period. It is realized that attrition (dropouts, failures, etc.) may have changed the composition of the classes from year to year, but it is believed that the changes were sufficiently small so that the comparisons are meaningful. However, the attrition in the secondary schools would be greater than in the elementary school, and therefore, would have a greater biasing effect. This would be particularly true when the "under-achievers" reach drop-out age, around tenth grade.

These longitudinal comparisons for Paragraph Meaning are presented in Table V-3.
Note that the table lists one grade level higher for 1971 than for 1970. Therefore, those pupils in grade eight in 1971 were in grade seven in 1970, and the increase of (0.4) approximates the increase in grade equivalent that last year's Title I seventh graders (1970) made this year (1971) while in grade eight. In all grades there was a gain; grade ten made the largest gain (1.2) which exceeds the Title I objective of raising the grade level of the pupils by 1.0 grade equivalent. Interestingly, if the grade ten gain is discounted, the trend in the secondary schools, like the elementary schools, is a decreasing gain as the pupils progress in school.

This trend of change is readily apparent in Figure V-7 which graphically presents Paragraph Meaning gains by grade.

TABLE V–3
AVERAGE READING SCORES – BY GRADE LEVEL
NELSON READING TEST (PARAGRAPH MEANING)
MAY 1970 – MAY 1971

Grade Level 1970	No. Tested	Average Grade Equivalent May 1970 Test	Grade Level 1971	No. Tested	Average Grade Equivalent May 1971 Test	Average Gain
7	267	4.3	8	270	4.8	+0.5
8	142	5.5	9	662	5.9	+0.4
9	711	5.9	10	428	7.1	+1.2
10	483	7.3	11	177	7.4	+0.1
11	329	7.4	12	159	7.5	+0.1
12	154	7.8			*	*

*These pupils were not available for testing in 1971

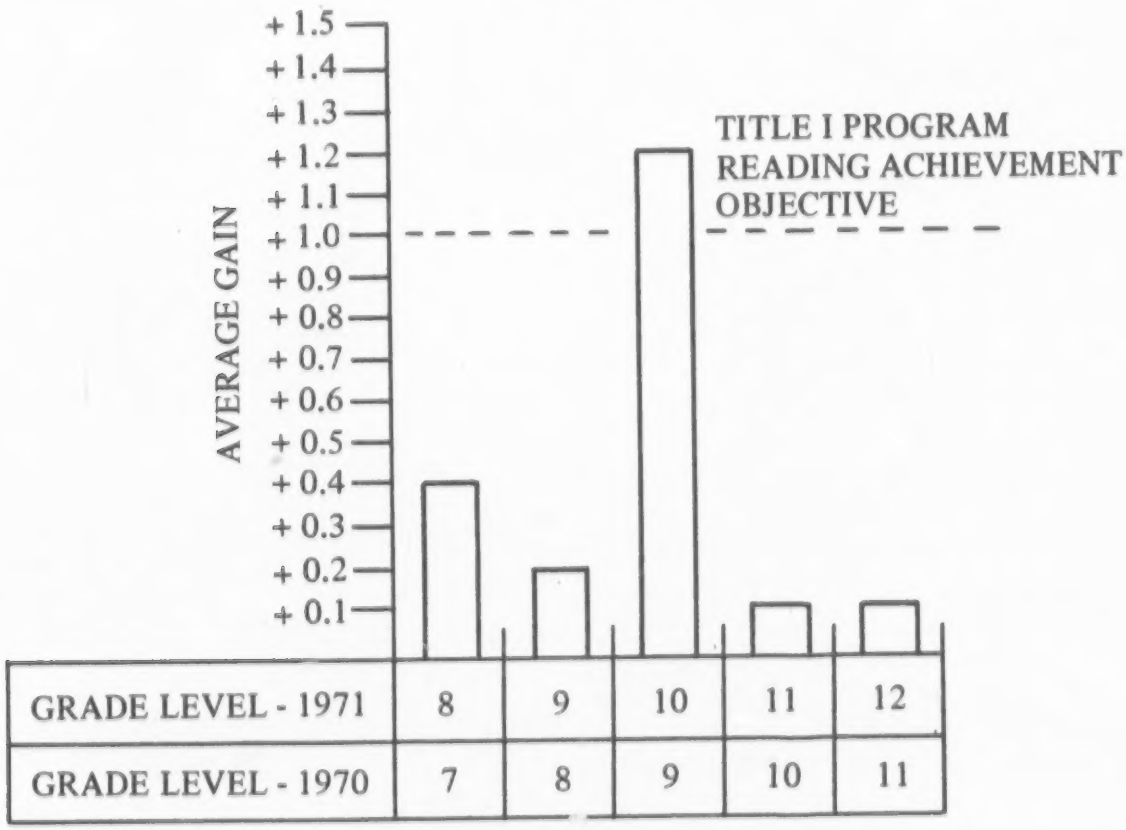


FIGURE V–7
AVERAGE READING GAIN – BY GRADE LEVEL
NELSON READING TEST (PARAGRAPH MEANING)
MAY 1970 – MAY 1971

Note, again, that those pupils in grade eight in 1971 are listed in grade seven in 1970 an; so forth. The dotted line on the graph represents the Title I objective of improving the reading level of the pupils 1.0 grade equivalent. The tenth graders exceeded the goal with a (1.2), followed by the eighth grade with a (0.4).

The large gain in grade ten has at least three plausible explanations: (1) the reading program is exemplary, (2) the under-achievers in grade 9 dropped out of school before they could be tested in grade 10, which would raise the average of the tenth grade and present a distorted picture of the accomplishments, and (3) the testing environment in grade ten could have been sufficiently different from the ninth grade so as to produce measurement error.

Basically the same comparisons were made on the Vocabulary scores. To provide longitudinal comparisons the Vocabulary scores from the Nelson Reading Test for grades seven through twelve are presented in the same way as the Paragraph Meaning scores. Again, the mean grade equivalent level of the 1971 pupils, by grade, are compared to the mean grade equivalent level of the grade they were in during the 1970 testing. Table V-4 presents this data. The gains were extracted from data presented in the table and graphed in Figure V-8.

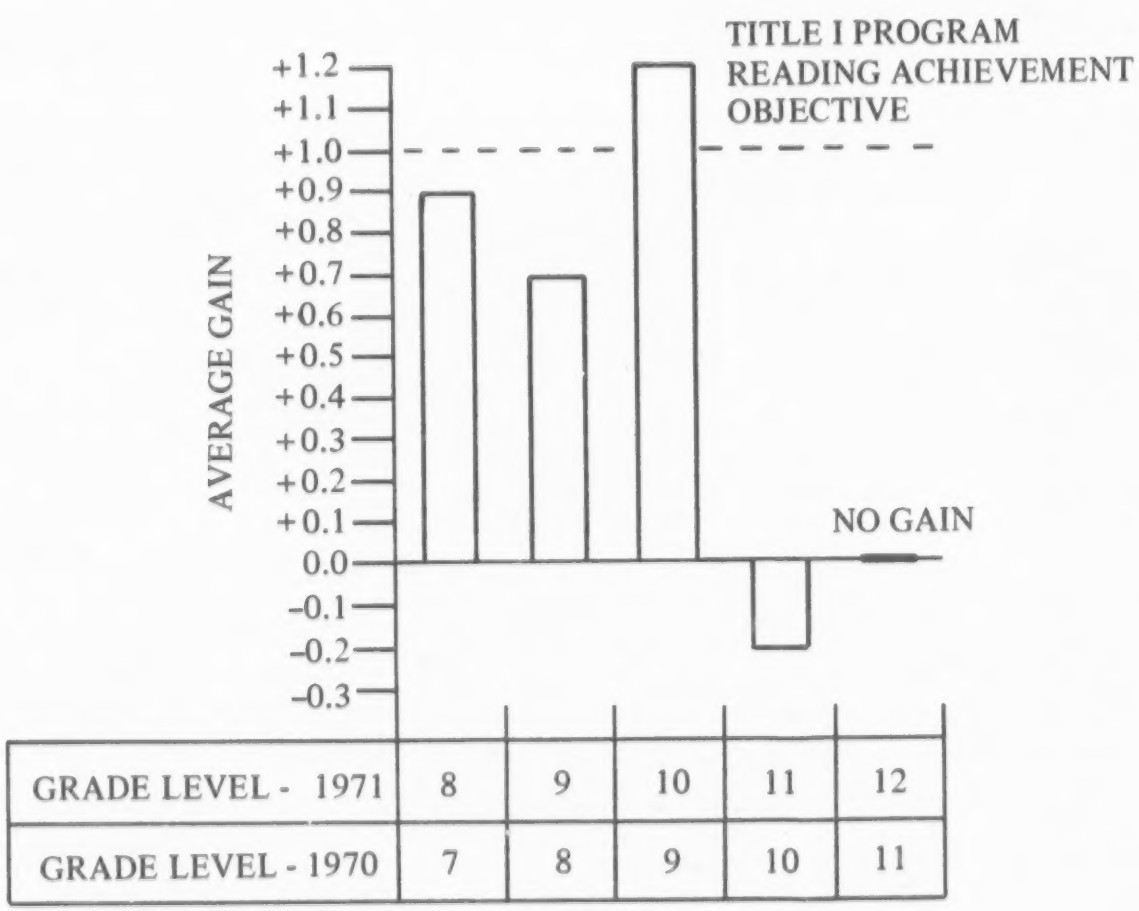


FIGURE V–8

AVERAGE VOCABULARY GAIN - BY GRADE LEVEL
NELSON READING TEST
MAY, 1970 - MAY, 1971

TABLE V–4

AVERAGE VOCABULARY SCORES - BY GRADE LEVEL
NELSON READING TEST
MAY 1970 - MAY 1971

Grade Level 1970	No. Tested	Average Grade Equivalent May 1970 Test	Grade Level 1971	No. Tested	Average Grade Equivalent May 1971 Test	Average Gain
7	267	4.7	8	270	5.6	+0.9
8	142	5.9	9	662	6.6	+0.7
9	711	6.4	10	428	7.6	+1.2
10	483	7.9	11	117	7.7	–0.2
11	329	8.2	12	159	8.2	0.0
12	154	8.8			*	*

*These pupils were not available for testing in 1971

The same trend found for Paragraph Meaning is apparent in Vocabulary skills, i.e., as the Title I pupils progress in school, they move farther from grade level, and there is a general trend of decreasing gains as the grade level increases. However, grade ten did have an exceptionally large gain and grade eleven did have an unusual loss. The unusual gain in grade ten is the same as was found for reading, but the loss in grade eleven is not paralleled in reading.

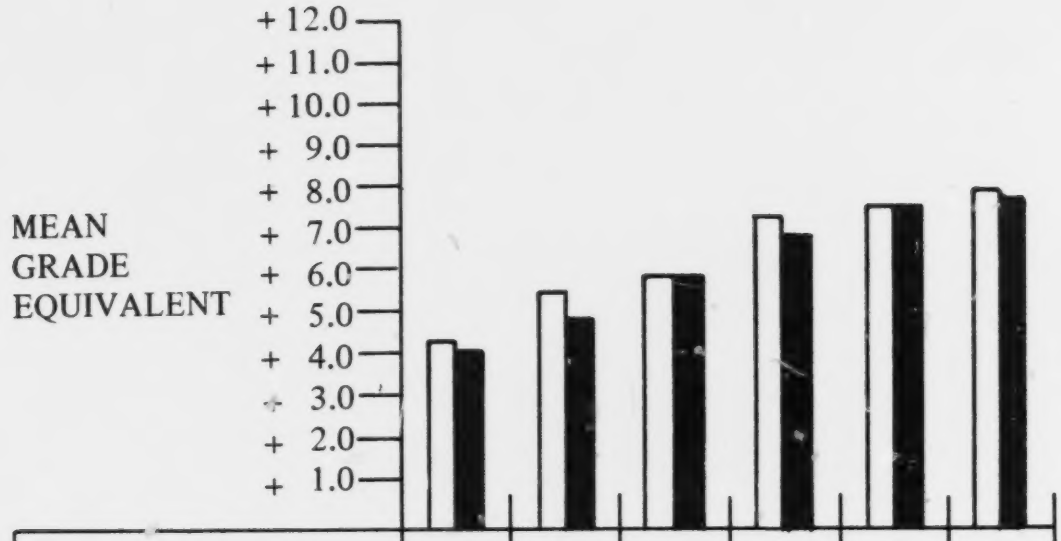
In addition to the longitudinal comparison, a by-grade comparison was made between the 1970 and 1971 scores. These comparisons are presented graphically in Figures V-9 and V-10. Figure V-9 presents findings for Paragraph Meaning while Figure V-10 presents the findings for Vocabulary.

As with the elementary grades both graphs illustrate similar trends which is not unexpected considering the relationship between the subtests. There is some difference between the scores of the 1970 and the 1971 Title I pupils indicating that 1971's impact of Title I in this area may not be as great as it was in 1970. There was a general decrease in skills by grade from 1970 to 1971. Discounting the possibility of a major difference in program or pupil population the most notable difference between 1970 and 1971 was the twelve (12) week teacher strike in 1971 which served as a disruptive influence to the Title I Program which continued in operation during this period of time.

This strike of non-Title I teachers seems to be the most reasonable explanation for the observed generally lower score achieved in 1971.

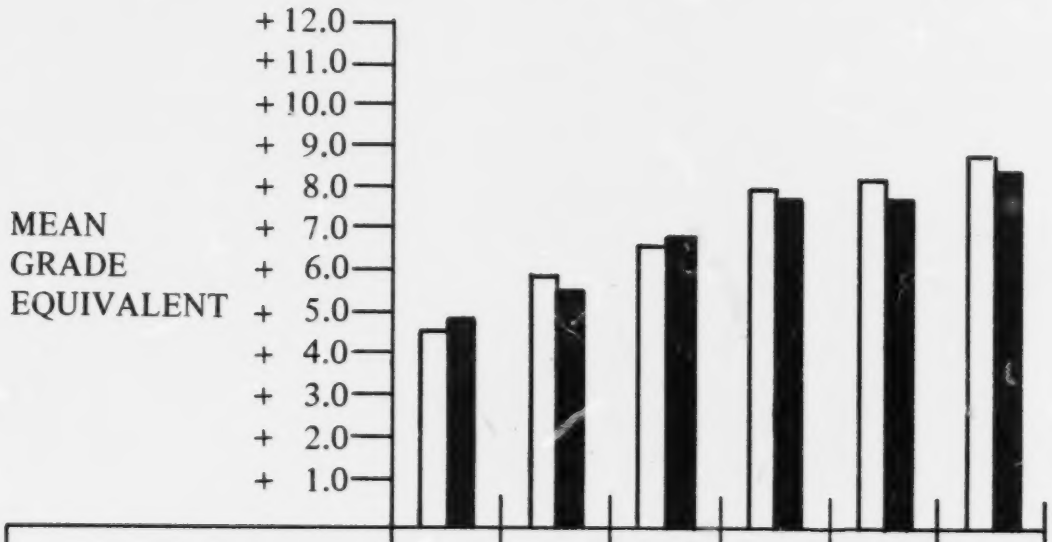
Both in 1971 and 1970 the negative deviation from the norm increases with grade. This is illustrated in Figures V-11 and V-12.

These graphs show the deviation from grade level by grade for both 1970 and 1971. It is apparent that the trend downward is the same for both years. Once again it illustrates that which is apparent in the elementary data; city pupils, especially Title I pupils tend to gradually move farther away from the national norms as they progress through school.



GRADE	7	8	9	10	11	12
CHANGE 1970 - 1971	-0.1	-0.7	0.0	-0.2	0.0	-0.3

FIGURE V–9
AVERAGE PARAGRAPH MEANING SCORE - BY GRADE LEVEL
NELSON READING TEST
MAY 1970 - MAY 1971



GRADE	7	8	9	10	11	12
CHANGE 1970 - 1971	+0.3	-0.3	+0.2	-0.3	-0.5	-0.6

FIGURE V–10
AVERAGE VOCABULARY SCORE - BY GRADE LEVEL
NELSON READING TEST
MAY 1970 - MAY 1971

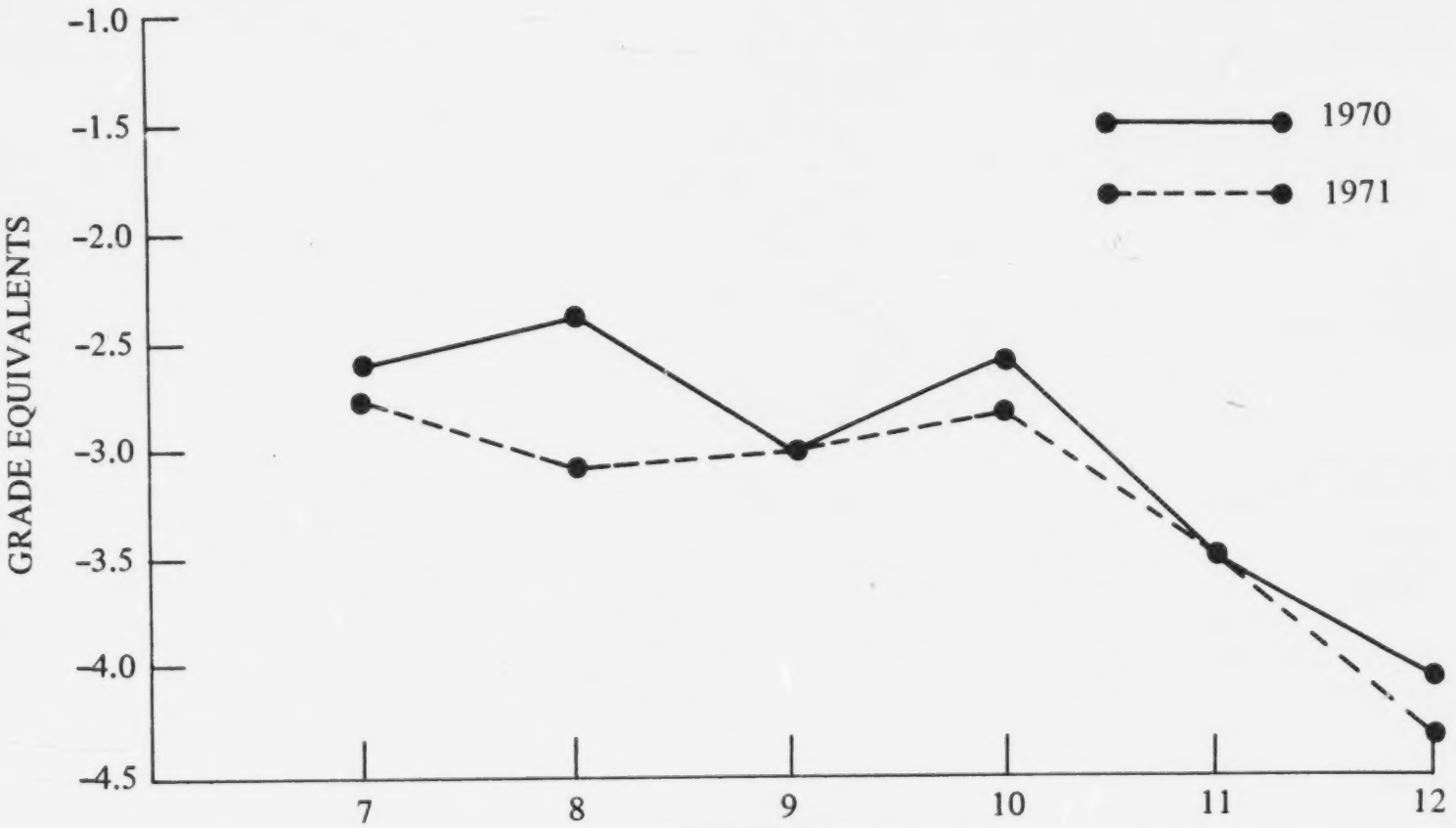


FIGURE V–11

AVERAGE DEVIATION FROM THEORETICAL NORM – BY GRADE LEVEL
NELSON READING TEST (PARAGRAPH MEANING)
MAY 1970 – MAY 1971

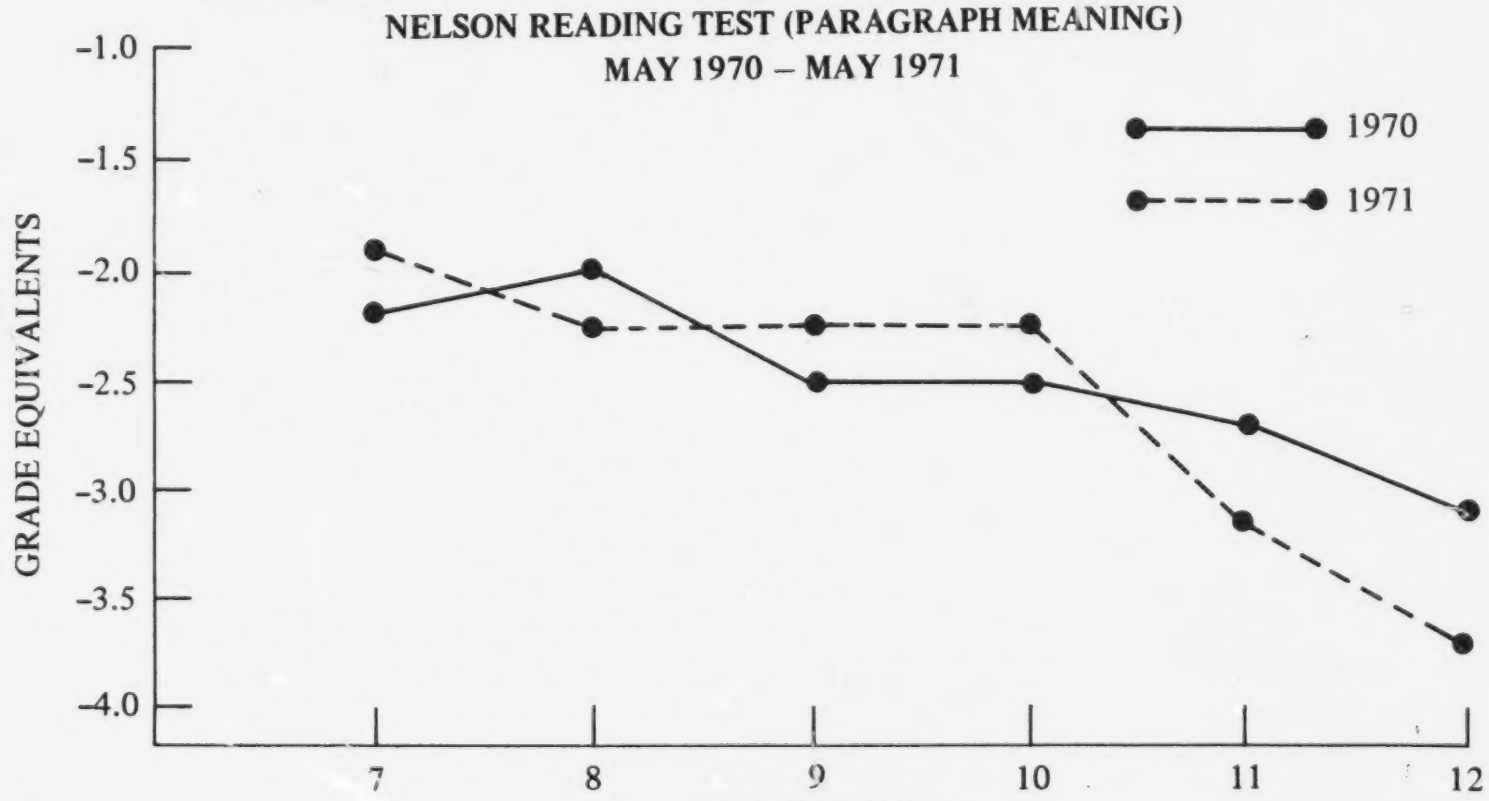


FIGURE V–12

AVERAGE DEVIATION FROM THEORETICAL NORM – BY GRADE LEVEL
NELSON READING TEST (VOCABULARY)
MAY 1970 – MAY 1971

The findings presented so far for the secondary schools indicate that although Title I pupil achievement tends to move farther from the national norms there was nevertheless a steady increase in reading ability from grade to grade both during 1970 and 1971. Admittedly, the increase for the most part was not 1.0 grade equivalent based on national norms, but lacking city norms it is impossible to determine if the gains would be at or near one grade equivalent based on city pupil achievement.

This reasoning suggests that for secondary schools as well as elementary, the goals of Title I would be more appropriately expressed in terms of city-wide goals and/or norms.

In summary, the standardized test data show that the Title I Secondary pupils are making academic gains with an outstanding gain in tenth grade, the grade level of the Title I pupils in 1971 are generally less than the pupils in 1970 which may be accounted for by the disruptive influence, and Title I pupils in both years move farther from the national norms as they progress in school.

As with the elementary schools, the average grade equivalent for each grade is tabled by school in the appendix. These tables contain the mean grade equivalent and the deviation from the theoretical norm and the Newark Title I norm. The theoretical norm is defined as the grade level. Therefore, at the time of testing (one month before the end of the school term), the theoretical norm for grade 9 would be (9.9), for grade 10 would be (10.9) and so on. The Newark Title I norm is the mean grade equivalent of the Title I pupils in the grade at the time of testing. Bold type was used to identify those mean grade equivalents which were at, or above, the norms.

In addition to the standardized tests, questionnaires were used to see the secondary reading program and its effects as perceived by the professional and non-professional gorups related to the program. The responses to the items are expressed in percentages because it is a simple statistic and makes comparisons between respondents and between groups relatively easy to understand.

The secondary pupils were also asked to respond to various questions concerning the Reading Program to determine if they see merit in, and a need for, the Title I Reading Program.

Of the Secondary pupils responding, only 6% indicated that they would drop out of the special Reading Program if they could, while 5% reported that they like reading least in school, indicating that, for the most part, the pupils would not drop out and did not dislike the Reading Program. A majority of the pupils (56%) feel that special Reading Program is of help, and 59% feel that the special Reading Program is important. There are more pupils who like reading most in school than who like reading least in school, (22% as opposed to 5%). Nearly one-fifth (17%) would use more reading materials about things he/she knows.

The pupils were asked to report on changes in their reading as a result of the Title I Program. They were asked to reply only if the item applied to them, so those who did not know or were unwilling to judge, did not reply. More than half (54%) reported that they read better, and 44% said they liked to read more. Only 5% reported they read no better or read less well. This 5% compares with the 5% who would drop out, and the 5% who like reading least in school.

These pupil responses presents a picture of Secondary Title I pupils who see value in the Reading Program as evidenced by the few who would drop out, and the large percent who feel that it is of help to them and important to the school. These pupils, for the most part, perceive actual personal improvement as evidenced by the fact that at least half reported they read better and like to read more, and by the few who see no progress; this is essentially the same finding as for the Elementary pupils.

The Project Teachers were asked to respond to questions about the pupils' reading status, changes, and needs. The teachers estimated that 82% of the pupils were reading below grade level, but only 6% have not developed the mental, physical, and emotional maturity prerequisite to reading, indicating the Secondary

teachers, like the Elementary teachers, have an awareness of the nature and scope of the reading problem of the Title I pupils. This is further substantiated by the fact that the Project Teachers indicated 63% of the pupils have a critical need for a special Reading Program. This seems to be a relatively high percentage when it is realized that there were other responses possible such as, a special education program, special health program, and expanded food program. Of considerable interest is that teachers report 69% of the pupils changed for the better in reading, and 66% has changed for the better in interest in reading. The reported change in interest in reading for the secondary pupils is larger than for the elementary pupils (66% as opposed to 45%).

Responses of the secondary teachers, like those of the elementary teachers, leave the impression that the teachers are aware of the reading problem in the Title I Program and are generally cognizant of the critical needs of the pupils; they also see improvement in the pupils reading ability and interest in reading.

The parents of the secondary pupils were asked to indicate their observations about their child and Title I Program. According to the parents, 39% of the children spend more time reading, 37% enjoy reading more, 54% want to go to the library more often, and 74% tell their parents more about things he/she is reading, which shows that more than one out of three secondary Title I children now spend more time and effort in reading activities than before.

More than half (57%) of the parents reported they felt Title I has helped improve their child's reading, and 39% indicated that reading improvement is the most important thing a child can get from Title I. As with the parents of elementary pupils, improving reading was most frequently reported by the parents of secondary pupils as the most important thing a child can get from Title I and improving his grades was second most frequently reported. These parent responses indicate that the parents see positive reading behavior changes in their children, and feel that Title I is helpful and important to their child's reading achievement.

The professionals directly involved with the Title I Program, Project Teachers, Project Coordinators, and Principals were asked to indicate the major effect of the Title I Program. Frequently, the major effect reported was the provision of more individualized help for the pupil or the provided opportunities for positive change regarding pupil attitude toward school. However, thirty-five (35%) of the Project Teachers, twenty-four (24%) percent of the Project Coordinators, and fifty-six (56%) percent of the Principals reported that the provision of supplementary reading instruction was the major effect of the Title I Program. These were larger percentages than reported by the Teachers, Coordinators, and Principals in the elementary school.

The Coordinators and Principals were asked what single change they would make in the program if they were permiteed. The most frequent response was to let more children into the program with eleven (11%) percent suggesting that they provide more time for reading. The parents responded the same way except 16% would provide more time for reading. The responses of the professionals show they generally feel the provision of individualized instruction is more important than provision of more time for reading, and the admission of more pupils to the Title I Program would be more effective than increasing the time spent on reading with the children currently enrolled. It also appears that the parents and pupils are in general agreement with the professionals.

1.1.3 Special Education

There were no pre-test (1970) standardized test results available for the Special Title I pupils. However, the Metropolitan Achievement Test was administered in May, 1971 to pupils in one (1) Special School. From this test there were two scores related to reading: Reading Comprehension and Word Knowledge. The mean grade equivalent for each grade was calculated on both of these subtests and are presented in Tables V-5 and V-6.

TABLE V–5
SPECIAL SCHOOLS
PUPIL AVERAGE READING SCORES – BY GRADE LEVEL
METROPOLITAN ACHIEVEMENT TEST (READING COMPREHENSION)
MAY, 1971

Grade Level	No. Tested	Average Grade Equivalent	Theoretical Norm	Deviation	Newark Title I Norm	Deviation
1	25	1.6	1.9	–0.3	1.4	+0.2
2	25	2.2	2.9	–0.7	1.9	+0.3
3	36	2.8	3.9	–1.1	2.6	+0.2
4	32	2.8	4.9	–2.1	2.9	–0.1
5	21	4.1	5.9	–1.8	3.7	+0.4
6	38	4.1	6.9	–2.8	4.4	–0.3
7	29	4.3	7.9	–3.6	4.4	–0.1
8	9	4.3	8.9	–4.6	5.1	–0.8

TABLE V–6
SPECIAL SCHOOLS
PUPIL AVERAGE READING SCORES – BY GRADE LEVEL
METROPOLITAN ACHIEVEMENT TEST (WORD KNOWLEDGE)
MAY, 1971

Grade Level	No. Tested	Average Grade Equivalent	Theoretical Norm	Deviation	Newark Title I Norm	Deviation
1	25	1.8	1.9	–0.1	1.5	+0.3
2	25	2.2	2.9	–0.7	1.9	+0.3
3	36	2.8	3.9	–1.1	2.7	+0.1
4	32	2.6	4.9	–2.3	2.9	–0.3
5	22	3.7	5.9	–2.2	3.3	+0.4
6	39	3.7	6.9	–3.2	4.3	–0.6
7	29	4.3	7.9	–3.6	4.8	–0.5
8	9	5.0	8.9	–3.9	5.6	–0.6

In the tables, the deviation from grade level, and the deviation from the Newark Title I norm is presented. Grade level is defined as the grade and month the child was in at the time of testing. The Newark Title I norm is the average grade level of the Newark Title I pupils in that grade.

The same pattern found for other Title I pupils, except those in the Bilingual Program, emerges for the Special pupils; in the early grades the Title I pupils start at, or above, the norms, and as they progress through school, they begin to fall further and further behind. For the Special pupils this happens both for Word Knowledge and Reading Comprehension.

An interesting relationship exists in the table: for reading comprehension, the grade equivalent for grades three and four are the same; grades five and six are the same; and grades seven and eight are the same. A similar, but not as definite a pattern, exists in the results for the Word Knowledge. It appears that the Special pupils may reach a plateau at the end of third grade and remain there through the fourth grade, then reach another plateau at the end of fifth grade and remain there through the sixth and repeating the pattern again in seventh and eighth grade. It thus appears that the Special Education pupils are making gains as they progress through school but not on a yearly basis, rather on a two year cycle.

Because no scores were available for the year 1970, there can be no comparision made with the 1971 Program. It is suggested that the data collected this year (1971) be retained and used as baseline data for future evaluations.

In addition to the standardized tests, questionnaires were used to see the Special Reading Program and its effects as perceived by the professional and non-professional groups concerned. The responses to the items are expressed in percentages because it is a simple statistic and makes comparisons between respondents and between groups relatively easy to understand.

The Special Title I pupils were asked to respond to various questions covering the reading program to determine if they see merit in, and a need for, the Title I Reading Program.

Of the Special pupils responding, only six (6%) percent indicated that they would drop out of the Special Reading Program if they could, while twenty-two (22%) percent reported they like reading least in school, indicating that even when reading is the least liked subject, there is a reluctance to drop out. A large majority of the pupils (73%) feel that the Special Reading Program is of help, and 79% feel that the Special Reading Program is important. More than twice as many Special pupils reported they like reading most in school, than who like reading least in school, (47% as opposed to 22%). A small (9%) percent of the Special pupils would use more reading materials about things he/she knows.

The pupils were asked to report on changes in their reading as a result of the Title I Program. They were asked to reply only if the item applied to them, so those who did not know, or were unwilling to judge, did not reply. More than half (62%) reported they read better, and 65% said they liked to read more.

These pupils responses present a picture of Elementary Title I pupils who see value in the Reading Program as evidenced by the few who would drop out, and the large percent who feel that it is of help to them and important to the school. These pupils, for the most part, perceive actual personal improvement as evidenced by the fact that more than half reported they read better and like to read more.

The Project Teachers were asked to respond to questions about the pupils reading status, changes, and needs. The teachers estimated that 89% of the pupils were reading below grade level, but only 19% have not developed the mental, physical, and emotional maturity prerequisite to reading. The Project Teachers indicated that 76% of the pupils have a critical need for a Special Reading Program. The teachers reported that 65% of the pupils changed for the better in reading and 63% have changed for the better in interest in reading. This is comparable to the pupil responses presented above.

The responses of the teachers leave the impression that the Special Education Teachers are also aware of the reading problem in the Title I Program and are generally cognizant of the critical needs of the pupils. They also see improvement in the pupils reading ability and interest in reading.

The parents of Special Education pupils were also asked to indicate their observations about their child and the Title I Program. According to the parents, thirty five (35%) of the children spend more time reading, 36% enjoy reading more, 20% want to go to the library more often, but only 12% tell their parents more about things he/she is reading.

Forty-nine percent (49%) of the parents reported they felt that the Title I Program has helped improve their child's reading, and 18% indicated that reading improvement is the most important thing a child can get from the program. Improving reading was most frequently reported by the parents as the most important thing a child can get from the program and improving his grades the second most frequently reported.

The professionals directly involved with the Title I Program, (Project Teachers, Project Coordinators, and Principals) were asked to indicate the major effect of the Title I Program. Consistently, the most frequently reported major effect was the provision of more individualized help for the pupil. However, forty (40%) percent of the Project Teachers, forty two (42%) percent of the Project Coordinators, and twenty (20%) percent of the Principals reported that the provision of supplementary reading instruction was the major effect of the Title I Program.

The Coordinators and Principals were asked what single change they would make in the program if they were permitted. The most frequent response was to let more children into the program, with 17% of the Coordinators suggesting that they provide more time for reading. All the Principals suggested admitting more pupils. The parents responses paralleled the responses of the professionals; 18% would provide more time for reading. The responses of the professionals show they generally feel the provision of individualized instruction is more important than provision of more time for reading, and the admission of more pupils to the Title I Program would be more effective than increasing the time spent on reading. It also appears that the parents are in general agreement with the professionals.

1.1.4 Bilingual Program

The 1970-71 Bilingual Program, as it presently exists, is a new activity that officially began on November 1, 1970. It developed from the 1970 Title I Summer Bilingual Program.

There are no 1970 standardized test scores available for comparison purposes. In May, 1971 the secondary pupils in two (2) schools were given the Nelson Tests to provide base line data for future evaluations. From this test, scores on Paragraph Meaning and Vocabulary were obtained. The mean achievement for these scores by grade were calculated as well as the deviation from grade level and Title I norms. This data is presented in Tables V–7 and V–8.

There is not enough data available to see patterns or trends, but what is obvious is that except for grade eight in reading, the Bilingual Title I pupils, as measured, are below the other Title I pupils in Newark. However, it must be noted that the reading test given is, perhaps, less appropriate for Bilingual pupils than for regular pupils. This finding points out the need for a special program for these pupils and shows the wisdom of the Newark schools in instituting such a program.

The data presented below were extracted from interviews and questionnaires administered to Title I Bilingual Program personnel.

The Bilingual Program was unable to be implemented until November 1, 1970. Because of this late starting date, the pupils already assigned to their classes were required to be regrouped. This, in turn, generated a

Grade Level	No. Tested	Average Grade Equivalent	Theoretical Norm	Deviation	Newark Title I Norm	Deviation
7	14	3.1	7.9	−4.8	4.0	−0.9
8	33	4.7	8.9	−4.2	4.5	+0.2
9	8	3.9	9.9	−6.0	5.8	−1.9

TABLE V−7

PUPIL AVERAGE READING SCORES – BY GRADE LEVEL
NELSON READING TEST (PARAGRAPH MEANING)
MAY, 1971

Grade Level	No. Tested	Average Grade Equivalent	Theoretical Norm	Deviation	Newark Title I Norm	Deviation
7	14	3.9	7.9	−4.0	5.1	−1.2
8	33	5.7	8.9	−3.2	5.5	+0.2
9	8	4.3	9.9	−5.6	6.7	−2.4

TABLE V−8

PUPIL AVERAGE READING SCORES – BY GRADE LEVEL
NELSON READING TEST (VOCABULARY)
MAY, 1971

large "reorganization" problem which was successfully resolved after some necessary disruption of classes already in progress. Bilingual Program personnel reported that the involved administrative staffs were most cooperative in this matter.

In response to questions regarding top level implementation of the Bilingual Program, administrators indicated that they felt the unavailability of sufficient central office clerical help somewhat militated against effective and efficient program administration. For example, the Director of the program and/or the curriculum specialist frequently had to perform non-professional tasks that conflicted with their assigned duties. In support of this situation, it was further reported that the absence of a special curriculum in the Bilingual Program could be attributed, in part, to the unavailability of adequate time for curriculum development by the specialist contracted for that purpose.

Bilingual personnel were also asked to respond to various questions concerning the instructional and specifically the reading program, to determine if they see merit in, and a need for, the Title I Reading Program.

In each bilingual center, children were generally grouped according to language dominance so that there existed a structure that included both Spanish-dominant and English-dominant classes. Although some "variations" of this structure did occur, Bilingual Coordinators stressed that this instructional organization took precedence wherever possible in grouping the pupils. Thus, a genuine bilingual approach was used wherein pupils received instruction in the basic subjects in a language they understood, while learning English as a second language.

The results were interesting. Of the Bilingual pupils responding to prepared questionnaires, only 3% of the Elementary and none (0%) of the Secondary pupils indicated that they would drop out of the special Reading Program while 19% of the Elementary Bilingual and none (0%) of the Secondary Bilingual pupils reported they like reading least in school. This data indicates that, for the Elementary pupils, even when reading is the least liked subject, there is a reluctance to drop out. The findings also indicate that secondary pupils see value in and, perhaps, find some pleasure in the Reading Program. A large majority of the pupils (95% of the elementary and 86% of the secondary) feel that the special Reading Program is of help and 88% of the elementary and 90% of the secondary feel that the special Reading Program is important. There are more pupils who like reading most in school than who like reading least in school, (49% as opposed to 19% in the elementary grades and 19% as opposed to 0% in the secondary grades). A comparatively large percentage (44% of the elementary and 48% of the secondary) of the Bilingual pupils would use more reading materials about things he/she knows. This seems to indicate a need to find and/or develop reading materials for the new and unique Bilingual Program.

The bilingual pupils were also asked to report on changes in their reading as a result of the Title I program. They were asked to reply only if the item applied to them so those who did not know or were unwilling to judge did not reply. Approximately half (58%) of the Elementary Bilingual pupils reported they read better and 90% of the Secondary Bilingual pupils said they read better. Fifty-six percent (56%) of the Elementary pupils and 95% of the Secondary pupils reported they like to read more. Only 14% of the Elementary and practically none (0.1%) of the Secondary pupils reported they read no better.

These pupil responses present a picture of Bilingual Title I pupils who see great value in the Reading Program as evidenced by the few who would drop out, and the very large percent who feel that the program is of help to them and important to the school. These pupils perceive actual personal improvement as evidenced by the fact that well over half reported they read better and like to read more and by the few who see no progress.

Data collected on the Bilingual Project Teachers revealed that there were ninety-five (95) teachers employed, forty-five (45) of whom were Spanish dominant, and fifty (50) who were English dominant. Considering the fact that the recognized characteristic of a bilingual teacher is equal fluency in both languages, or, at the minimum, the capability of conversing in both Spanish and English, only ten (10) teachers could be considered actually bilingual. To compensate for this, effective utilization of personnel such as team teaching, was initiated in many cases. In some instances, however, this was not possible, and there were teachers, dominant in Spanish, teaching English as a second language.

With reference to the teaching methods used in the reading activities, the most general practice appeared to be uniform instruction to the entire class with some differentiation according to specific reading needs. In conjunction with this point, and in the absence of any special bilingual curriculum, it was observed that some teachers adhered to the prescribed Newark curriculum while others developed certain satisfactory modifications of the Newark curriculum with apparently effective results.

The Project Teachers were asked to respond to questions about the pupils' reading status, changes, and needs. The teachers estimated that 40% of the Elementary and 63% of the Secondary pupils were reading below grade level and only 18% of the Elementary pupils and 31% of the Secondary pupils have not developed the mental, physical, and emotional maturity prerequisite to reading. The Project Teachers

indicated 45% of the Elementary and 22% of the Secondary pupils have a critical need for a Special Reading Program. Of considerable interest is the fact that teachers reported 87% of the Elementary and 78% of the Secondary pupils have changed for the better in reading and 73% and 67%, respectively, have changed for the better in interest in reading. This is comparable to the pupil responses presented above.

The responses of the teachers leave the impression that they are aware of the reading problem in the Title I Program and are generally cognizant of the critical needs of the pupils; they also see improvement in the pupils' reading ability and interest in reading.

The parents, too, were asked to indicate their observations about their child and the Title I Program. According to the parents, 50% of the Elementary and 52% of the Secondary children spend more time reading, 50% of the Elementary and 52% of the Secondary pupils enjoy reading more, 32% and 43% want to go to the library more often, and 32% and 24% tell their parents more about things he/she is reading. This shows that approximately one out of three Bilingual Title I children now spend more time and effort in reading activities than before.

Seventy four percent (74%) of the Elementary and 95% of the Secondary parents reported they felt Title I has helped improve their child's reading, and 38% of both indicated that reading improvement is the most important thing a child can get from Title I. Improving reading was the most frequently reported item by the parents as the most important thing a child can get from Title I and improving his grades was second most frequently reported. These parent responses indicate that the parents of Bilingual pupils also see positive reading behavior changes in their children, and feel that Title I is helpful and important to their child's reading achievement.

The professionals directly involved with the Title I Bilingual Program, Project Teachers, and Project Coordinators were asked to indicate the major effect of the Title I Program. Frequently reported major effects were the provision of more individualized help for the pupil and a change in the attitude of the pupils toward school. However, 22% of the Elementary Project Teachers and 20% of the Secondary Project Teachers reported that the provision of supplementary reading instruction was the major effect of the Title I Program. Only 3% of the Elementary Project Coordinators and none (0%) of the Secondary Project Coordinators reported that reading was the major effect of the Title I Bilingual Program.

The Coordinators were asked what single change they would make in the program if they were permitted. They all would let more children into the program. The responses of the professionals show they generally feel the provision of individualized instruction is more important than provision of time for reading, and that the admission of more pupils to the Title I Program would be more effective than increasing the time spent on reading.

When questioned concerning the overall effects of the Bilingual Program on pupils, parents, teachers, and coordinators, cognizant personnel generally replied in a positive and enthusiastic manner. It was felt that bilingual education is fulfilling important needs in the Puerto Rican community in Newark. Teachers and Coordinators indicated the following observations:

pupil attendance rose,

pupil behavioral disturbances were reduced,

pupils, in general, exhibited interest and active involvement in most classwork and cultural enrichment activities, and pupils feel they are better able to understand their work.

1.2 CULTURAL ENRICHMENT

The Cultural Enrichment component of the Title I Program for the regular school year, 1970–1971, has been a continuation and expansion of previous years' efforts to provide participating pupils with educationl experiential enrichment activities. The design, development, and impiementation of this component has evolved from an on-going assessment of pupils' needs generated by the normal constraints of formal classroom instruction in general, and more specifically by the absence of meaningful and effective exposure to such activities on the part of "educationally deprived children."

Indicative of the breadth of enrichment activities conducted during the past year is the following listing, which shows a sample of the variety of activities conducted within schools (on-premise) and on field trips (off premise) to other locations.

ON- PREMISE

Dance Troupe Presentation, "Repertory Dancers"
Girls' Workshop and Fashion Show
National Theater Co. "Lincoln, King and Kennedy"
Newark Police Department - Demonstration
School Assembly Services - "Marvel of Sound"
New Jersey Boys' Chorus
Nicolo Marionettes - "Story in Puppetry"
Ideal Pictures - "A Man Called Adam"
New Jersey Bell Telephone Co. - lecture - "Destination Moon"
Adair Productions - "Music at the Carribean"
Essex County Park Commission - Turtle Back Zoo, Demonstration
Martin, Harold - Piano Concert

OFF-PREMISE

Bronx Zoo, Bronx, N. Y.
Circle Line Tour, N. Y. C.
Garden State Art Center, Holmdel, N. J.
General Electric Kearny, N. J.
General Motors, Linden, N. J.
Independence Hall and Naval Yards, Philadelphia, Pa.
Metropolitan Museum of Art, N. Y. C.
Museum Modern Art, N. Y. C.
Newark Airport, Newark, N. J.
Star Ledger Building, Newark, N. J.
Symphony Hall, Newark, N. J.
United Nations, N. Y. C.
West Point Academy, N. Y.

Cultural Enrichment activities of the Title I Program have engaged an impressive number of parents and community people in varying roles. For example, during the regular school year, 1970–71, some 4,049 adult volunteers participated in 1,208 field trips involving a total of 74 schools, 64,953 children and 2,801 teachers in both the Regular and Bilingual Title I Program.

An indication of the increase in the scope of the overall Cultural Enrichment component of the Title I Program can be seen in Table V–9 which presents a comparative analysis of consolidated statistical data collected on the OFF-PREMISE activities conducted throughout the 1969–1970 and 1970–1971 regular school years.

TABLE V–9
COMPARATIVE ANALYSIS: CONSOLIDATED STATISTICAL DATA
1969–70/1970–71 OFF-PREMISE ACTIVITIES

	Elementary		Secondary		Special		Bilingual		Total		% Increase
	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71	
Schools	41	52	10	10	11 11	12	NO PROGRAM	9	62	83	34
Pupils	33,583	50,848	8,907	7,874	4,962	3,484		2,747	47,452	64,953	37
Teachers	1,465	1,984	313	328	584	365		124	2,362	2,801	19
Adult Volunteers	2,430	3,381	238	276	278	219		173	2,946	4,049	37
Trips	619	844	210	182	185	133		49	1,014	1,208	19

While both types of enrichment activities are important and require much work and preparation, it is obvious that the off-premise type is the more difficult to arrange. Therefore, an increase in this type of activity would be notable.

A comparison of the growth in the scale of such off-premise activities between the past year and the one preceding it (see Table V-9) shows that such an increase has indeed occured. More specifically:

one-third more programs were involved in field trips during the 1970–71 year, as compared with the 1969–70 school year,
more than one-third (37%) more pupils were so involved,
nearly one-fifth (19%) more teachers were so involved,
more than one-third (37%) more adult volunteers were so involved, and
nearly one-fifth (19%) more field trips were conducted.

Principals, Title I Project Coordinators, and Project Teachers were asked to respond to the question, "What do you feel has been the major effect of Title I in your school?" The respondents were presented with a check list of seven possible items and were requested to mark one item only. In the regular school Title I Program, the percentages of Principals who reported the major effect of Title I to be "the provision of enrichment through cultural activities" are presented as follows: 14% of the Elementary School Principals, 0% of the Secondary School Principals, and 20% of the Special School Principals. Percentages of Project Coordinators in the regular school Title I Program who chose the same item response as the major effect of Title I are indicated as follows: 8% of the Elementary School Project Coordinators, 0% of the Secondary School Project Coordinators, and 17% of the Special School Project Coordinators. Percentages of Project Teachers in the regular school Title I Program who reported in favor of Cultural Enrichment activities as the major effect of Title I are listed as follows: 15% of the Elementary School Project Teachers, 18% of the Secondary School Project Teachers, and 20% of the Special School Project Teachers.

In the Bilingual Title I Program which is conducted in the regular Elementary and Secondary schools, percentages of respondents who reported the major effect of Title I to be the provision of enrichment through cultural activities are presented as follows: 17% of the Project Coordinators on the elementary level, 0% of the Project Coordinators on the secondary level, and 45% of the Elementary Project Teachers.

The analysis of this statistical data reveals at least two significant findings. The first is that administrative personnel (principals and Project Coordinators) at the secondary level in both the regular school and Bilingual Title I Programs apparently do not feel that the inclusion of Cultural Enrichment activities in the program has had as great an effect on pupils as do cognizant personnel at the elementary level.

The second finding is that further analysis reveals that the percent of Bilingual Project Teachers, who chose the provision of enrichment through cultural activities as the major effect of the Title I Program in their schools, is more than twice the percent of Project Teachers in the regular Title I Program. It would appear that Bilingual Project Teachers are more ready to attribute a greater impact on pupils to the Cultural Enrichment activities than are the Project Teachers in the regular Title I Program.

This observation is supported to some extent by the data presented in Table V-10 which indicates the percentages of pupils who participated in various cultural activities as reported by Project Teachers in response to the question: "Which of the following types of Title I Cultural Enrichment Activities did this pupil participate in since September 1970?"

TABLE V–10
CULTURAL ACTIVITIES IN WHICH PUPILS PARTICIPATED AS REPORTED BY PROJECT TEACHERS (NUMBERS IN % OF PUPILS)

Cultural Enrichment Activities	Percent of participating pupils				
	Regular Program			Bilingual Program	
	Elementary	Secondary	Special	Elementary	Secondary
Field Trips	72	58	85	100	100
Assemblies	84	64	61	84	89
Art Projects	12	5	9	46	6
Natural Science	5.7	0.2	7.5	24	33.6
Occupational Familiarization	1.3	8.2	10.4	2.0	0
Exposure to social environment of other communities	6	4	19	13	11
Other Cultural Activities	31	19	24	46	44
None of the above	5	11	3	0	0

It would seem from the percentages recorded in Table V-10 that, in general, there was a greater proportion of pupils who participated in Bilingual Cultural Enrichment activities than pupils who participated in the regular Title I Cultural Enrichment activities. This is particularly apparent in the area of off-premise (field trip) activities. Every pupil in the Bilingual Program participated in at least one field trip. Again, the difference between the two groups becomes apparent when comparing them in the area of art projects/pupil participation at the elementary level. Forty-six (46%) percent of the Elementary pupils in the Bilingual Program participated in at least one art project as compared to 12% of the Elementary pupils in the regular Title I Program. The percentage of Secondary pupils in the Bilingual Program who participated in at least one of the "other cultural activities" is more than twice the percentage of Secondary Pupils who participated in "other cultural activities" in the regular Title I Program.

It is interesting to note the comparison between the two groups in terms of the average number of hours spent in Cultural Enrichment activities by pupils as reported by their Project Teachers. In order to solicit this information, the question was asked of Project Teachers:

> *"During the 1970–71 school year, approximately how many CLOCK HOURS did this pupil spend in Title I Cultural Enrichment Activities?"*

The average number of hours spent in Cultural Enrichment activities by pupils in the regular school Title I Program as reported by their Project Teachers indicates that elementary school pupils spent an average of 1–10 hours, secondary school pupils spent an average of 1–10 hours, and Special Education School pupils spent and average of 11–20 hours. In the Bilingual Program, both elementary and secondary school pupils spent an average of 11–20 hours in Cultural Enrichment activities. Because this data was reported in a range, the mode is the average used.

The average number of clock hours spent by pupils on cultural enrichment activities in the Bilingual Program at the elementary and secondary levels is reported as twice as high as that for pupils at the same levels in the regular Title I Program. This finding supports the data present in Table V-10.

From the findings thus far discussed, the following conclusion suggests itself, cultural enrichment activities conducted in the Bilingual Program are given greater emphasis in terms of Project Teachers evaluation of effectiveness, numbers of pupils engaged, and numbers of pupil hours spent on these activities than they are in the regular Title I Program.

Project Coordinators, Parents, and Principals were questioned as to what possible changes they would recommend for their schools regarding the Title I Program. The question was worded:

> *"Providing Title I Guidelines would permit it, what is the single most important change you would recommend for your school?"*

Possible item responses to this question included, "spend less time on reading and more time on trips." Two (2%) percent of the elementary school Project Coordinators in the regular Title I Program reported they would spend less time on reading and more time on trips, while none of the secondary Project Coordinators, Special Education school Project Coordinators, or Principals, in the regular Title I Program agreed with this response. Two (2%) percent of the elementary school parents, 3% of the secondary school parents, and 4% of the Special Education School parents who responded, reported they would spend less time on reading and more time on trips.

In the Bilingual Program none of the elementary or secondary school Project Coordinators felt the need for more time on trips, whereas, 3% of the elementary school parents and 5% of the secondary school parents reported in favor of more time spent on trips.

These statistical findings demonstrate that a very small percentage of respondents would increase the amount of time spent on cultural activities (off premises) at the expense of time devoted to reading projects. It would seem to be indicative of the fact that both regular Title I Program and Bilingual Program administrators and parents recognize and hold to the priority position given to the reading component of the Title I Program in the Newark City School District. This indication is re-enforced somewhat by the percentages of the same respondents who chose the item, "provide more time for reading" in answering the question listed above. Table V-11 indicates these percentages.

TABLE V–11

% OF RESPONDENTS REPORTING THEY WOULD PROVIDE MORE TIME FOR READING

Data Source	Percent of respondents reporting				
	Regular Program			Bilingual Program	
	Elementary	Secondary	Special	Elementary	Secondary
Title I Project Coordinator	9.5	20	16.7	0	0
Parents	16.6	15.8	17.6	15.3	11.4
Principals	10.7	9.1	0		

The Cultural Enrichment component at the secondary level is related to and integrated into the vocational, as well as, the academic areas of instruction. Although reading skills are necessary and most desirable, keeping children in school is one of the prime problems of the secondary schools, especially in the Newark city school system. Particularly subject to the dropout syndrome are Title I pupils who by nature or circumstance are attending school under social, academic, or economic handicaps. The Newark Title I Work- Experience Diversified Occupation Project is directed toward students in the twelfth grade. It is designed to develop their learning skills so they can continue successfully in the school environment and at the same time provide them with marketable skills which will provide the motivation for them to remain in school, thereby, overcoming this dropout syndrome. The success of this offering in 1970-1971 is best illustrated by the following abbreviated Case Summary prepared by a Work-Experience Coordinator.

CASE SUMMARY

> "M. R. dropped out of school at the end of his junior year. He had been absent 73 days during the year and received failing marks in all of his subjects. He is 19 years old, married, and has one child. Through individual counseling, the Program Coordinator was able to establish good rapport with M. R., and persuaded him to return to school as a participant in the Work-Experience Program. He was placed in a hospital as an orderly.
>
> M. R. has matured significantly and this has been manifested in his behavior. He is more affable, his attendance has improved, his assumption of responsibility has increased remarkably.
>
> He likes his work, has become interested in a health career, and wishes to advance himself in some phase of hospital administration. The prognosis is excellent."

The following additional evidence indicates that the Diversified Occupation Program has been a successful experimental program in working toward solving some of the problems of the Title I secondary pupils.

Descriptive statistical data collected by the evaluating agency on the Work-Experience Program for the regular school year, 1970-71, reveals the following information:

Total Number of Pupils in Program 1970-1971	162
Total Number of Participating Employers	95
Title of Job-Related Course	Work Orientation
Number of Class Periods per Week	5
Hours of Employment per Week (min.)	20
Total Earnings (all pupils)	$218,205.02
Average Pupil Income for the Year	$1,346.94

A comparison of the number of cycle failures for all pupils in 1969-1970 (before the implementation of the program), and 1970-1971 (after the program was conducted) as well as a comparison of the number of days absent from school for all pupils in 1969-1970 and the following school year reveals that:

In 1969-1970 there were 622 cycle failures for all pupils, whereas in 1970-1971 there were 305, a drop of 317 failures reported.

In 1969-1970 there were 3,905 days absent from school for all pupils whereas in 1970-1971 there were 2,741, a drop of 1,434 days absent. Program administrators feel that the school attendance during the recently completed regular school year was adversely affected by the teachers' strike.

The participating employers were asked to rate the pupils on such criteria as cooperation, interest, sense of responsibility, job capability, work progress and the like. Twenty-seven (27%) percent of the pupils were given an "excellent" rating, 60% of the pupils were rated as "good", 10% of the pupils were considered as "fair", and 4% of the pupils were judged by the participating employers as "poor" in relation to the criteria cited above.

An important aspect of the Work-Experience Program in Diversified Occupations has been the follow-up of pupils after graduation. The results of this follow-up are presented in Table V-12.

TABLE V–12

FOLLOW-UP OF PUPILS AFTER GRADUATION

Present Status	No. of Pupils
Employed with participating firm	61
Employed with another firm	14
Attending college	50
Attending business/technical school	9
Entered Armed Services	1
Housewife	1
Continuing in high school	7
Undecided	5
Withdrawals	
Transfered to Continuing Education Program (Pregnant)	9
Returned to regular school program	3
Moved out of city	1
Dropped out of school	1
Total	162

When the criteria used for the selection of pupils into the program are considered, the statistical data presented in Table V-12 reveals several interesting points.

Selection criteria, "not college-bound", (however, 50 pupils are now attending college). A tentative conclusion might be that the combination of a job with school has helped pupils to realize the relationship between educational training and life/job advancement, thus motivating them to seek further formal education.

Selection criteria "having difficulty relating academic work to real-life situations", (however, 9 pupils are attending business or technical school). Perhaps some pupils have found that they can better handle "real-life situations" by pursuing a business or technical vocation rather than an academically-oriented one.

Selection criteria "showing symptoms of the dropout . . ." (however, 1 pupil was classified as a dropout). This statistic is impressive in light of one of the objectives of the program, i.e., "to serve as a motivational program to prevent dropouts." Seven pupils are reported as "continuing in high school." A safe conjecture would be to attribute, at least in part, the present status of these pupils versus the possibility of a dropout status to the effectiveness of the program.

Selection criteria "indicating potential for successful employment" (however, 75 pupils are presently employed either with participating or other firms.) It would appear from these data that almost half of the pupils selected for the program were successful to date in realizing this potential. Five pupils are reported as "undecided" regarding their immediate plans. It can be argued that such a position has its positive merit and can be viewed as a plus factor in the evaluation of this program. The argument is based on the logical assumption that an individual who stands "undecided" in the face of alternatives is a person who basically believes enough in himself and his capabilities to eventually make a free choice in his own best interest.

In effect, this is to say that, of 162 pupils involved in the Work-Experience Program in Diversified Occupations for the 1970-1971 school year, 148 (91%) of these pupils are presently engaged in activities that lead one to conclude that this program is successfully pursuing its specified objectives. Of the remaining 14 pupils classified under withdrawals (Table V-12), only one pupil has actually been considered a dropout.

A final consideration that can be made is the professional community involvement aspect of this program. Without the cooperation of business and industry in the Newark area, the program could not have been implemented. Obviously, this cooperation was forthcoming. Professional groups have been involved with the Newark City School District and its Title I Program. The Title I Program objective to involve community groups has been realized through the Work-Experience Program.

The needs of Newark Schools are those expressed by the USOE Bureau of Elementary and Secondary Education on March 13, 1969 in the paper "Equalizing Educational Services for Disadvantaged Pupils in Cities and Rural Areas," where they say on page 2:

> "City schools confront two basic instructional problems. First, they require assistance in bringing their current instructional practice up to the state-of-the-art, that is, to apply the best available instructional products and technology to the treatment of disadvantaged pupils. Second, they need assistance in going beyond the current state-of-the-art, that is, to conduct the needed experimentation that would enable them to come to grips more effectively with the education of disadvantaged pupils who are not responsive to the best available instructional practice."

The Title I program in Newark is working on the first problem in its reading program and the second one in the Work-Study program. Both these programs should be continued and expanded as resources permit.

Throughout the implementation of the Title I Evaluation Project, the evaluating agency has maintained a central file on information (i.e. statistical and evaluation reports, newsletters) released by individual schools pertaining to their Title I Programs. In terms of the Cultural Enrichment activities these schools have conducted during the regular school year, an analysis of the data has generated these summary findings.

Title I schools at all levels of instruction are supporting and supplementing their reading projects with constructive, imaginative, and innovative on-premise activities.

Professional staff personnel, parents, and pupils are actively involved in a variety of culturally oriented field trips.

Experiences coming from both on-premise and off-premise activities are integrated into the school curriculum and utilized by the Project Teachers, i.e., pupils discuss orally and in writing (reports, newsletters, artwork, etc.) their shared experiences and relate them to the content of their formal classroom instruction on all levels.

Professional staff personnel and parent/community groups are making effective efforts to cooperate in the planning and execution of cultural enrichment activities within their respective schools.

In terms of program objectives, administrators and other cognizant personnel are placing emphasis on Cultural Enrichment activities within the constraints of the specified Title I Program priority structures.

1.3 IN-SERVICE TRAINING

To gather data on the in-service activities the Project Coordinator and Project Teachers were asked to report the number of hours of in-service training they and the classroom aides received. The Project Teachers were asked to indicate the range of hours they spent in in-service training. Thirty-four (34%) percent of the regular Elementary Teachers, 62% of the regular Secondary, 20% of the Special school teachers, 25% of the Bilingual Elementary Teachers, and 11% of the Secondary Bilingual Teachers reported that they had no in-service training.

Of those who did have in-service training, the most frequent range reported by the regular elementary teacher was six (6) to ten (10) hours. The Elementary and Secondary Bilingual Teachers who had in-service training also most frequently reported six (6) to ten (10) hours as time spent in training. The most frequent range for the regular Secondary and Special school teachers who had training was 21 to 30 hours.

The Project Coordinators were also asked to report the number of hours they spent in in-serive training. All the Coordinators had some training. The most frequent range of time spent in in-service training by the Coordinators of the regular and Bilingual Elementary programs was reported as six (6) to ten (10) hours. The most frequent range for all the other Coordinators was over thirty (30) hours. Twenty-two (22%) percent of the Elementary Coordinators had over thirty hours; 50% of the Secondary Coordinators reported over thirty hours; 42% of the Special Coordinators had over thirty hours; 17% of the Elementary Bilingual and 50% of the Secondary Bilingual Coordinators reported they had over thirty hours of in-service training.

The Project Coordinators also reported on the time spent by their teacher aides and community aides in in-service training. The Coordinators reported that 31% of the regular teacher aides and 50% of the bilingual teacher aides had no in-service training, where as 58% of the regular community aides and 88% of the bilingual community aides had no in-service training.

In addition to the teacher and community aide in-service training discussed above, there exists a Teacher Aide Intern Program conducted by the Newark Board of Education in cooperation with local colleges and the New Careers Program.

The first Teacher Aide Intern Program was implemented in September, 1967, with twenty (20) participating aides. The second phase of the program was initiated in January, 1969. Twenty-three (23) teacher aide interns were involved at that time. The third phase begain in February, 1970 with an enrollment of twenty-five (25) candidates.

As of June, 1970, three (3) teacher aides (from the original group had completed their course of studies and had been employed by the Newark Board of Education on emergency teaching certificates. In September, 1970, six (6) additional interns attained the ninety college credits needed for emergency teaching certificates. These people were also employed by the Newark Board of Education. A total of thirty (30) interns are expected to be eligible in the fall of 1971 and anticipate employment in the Newark School District.

Interviews with Central Office Coordinators revealed that interest in the program on the part of teacher aides continues to grow with subsequent increases in enrollments. A significant aspect of this program lies in the fact that a number of teacher aides who had not previously completed their high school education are now given the opportunity to obtain GED certification by means of this program.

Program Administrators view this component of the overall Title I Program as an important and effective contribution to the total educational process in the Newark School System. It is felt that future years will see a good percentage of these aides employed as professionals by the Newark School System.

It is apparent from the data above that the Project Coordinators received more extensive in-service training than did the teachers. The teachers received more intensive training than did the non-intern teacher aides who, in turn, received more training than did the community aides. There is little doubt that the amount of training is positively related to the level of responsibility.

The Project Coordinators were asked to indicate what materials were covered in the in-service training and to what area the training was most relevant. The Elementary, Secondary, and Special Education Project Coordinators most frequently reported that reading was the academic area covered in in-service training; the Bilingual Coordinators most frequently reported English as a Second Language. Use of equipment and materials and community relations were the non-academic areas most frequently reported as covered in the in-service training.

All the Project Coordinators except Secondary Bilingual reported that the in-service training was most relevant to the academically disadvantaged and/or socio-economically disadvantaged. The Secondary Bilingual Coordinators reported that the in-service training was most relevant to pupils from homes where the dominant language was not English.

The Project Teachers were also asked about the content and relevancy of their in-service training. The Secondary Teachers reported that drug education and use of equipment were emphasized and the training was most relevent to the academically, socio-economically, and culturally disadvantaged, as well as neglected or delinquent pupils. The Elementary Teachers reported that reading and use of equipment were emphasized, and it was most relevant to individualized instruction and diagnosis of pupil problems. The Special School Teachers indicated that reading, language arts, and diagnosis of pupils were emphasized, and it was most relevant to the academically disadvantaged pupils. The teachers in the Bilingual Program indicated that English as a Second Language, use of equipment and materials, and community relations were emphasized in the in-service training program, and it was most relevant to pupils from homes where the dominant language is not English.

From the reports of the Coordinators and teachers, it is apparent that the content and relevancy of the in-service training activities were appropriate for the objectives of the personnel and programs involved.

2.0 SUPPORTIVE SERVICES

2.1 PUPIL SUPPORTIVE SERVICES (CENTRALIZED)

2.1.1 Health Services (Medical, Dental, Ocular Examinations and Referrals

Responses from interviews with participating pupils, Teachers, and parents, together with statistical data provided by the school system's Bureau of Health, Education, and Service (See Table V–13) clearly establish that the stated objective of this component of the program was achieved. In other words, health deficiencies of Title I Project Attendance Area children were detected, diagnosed, and treated directly or through referral to appropriate agencies.

The real question, however, concerns the *degree* to which the objective was met. This cannot be determined authoritatively from the data available; no baseline, against which the adequacy of the type and amount of services provided can be measured, is available on the number of pupils requiring the various Health Services.

However, lay estimates of such need, and indications of the extent to which it was met, were secured as part of the evaluation interviews conducted with teachers, pupils, and parents. In addition, an indication of how those respondents feel about increasing health services was secured. The results are as follows:

As stated previously, the estimation of need regarding these services is largely guesswork because no meaningful data is available. However, the extent to which children needing health services are dispersed throughout all Title I Program classrooms was estimated via teacher responses to a question asking them is any of the children in their class(es) needed any of the services.

Nearly four-fifths of the teachers (79%) felt that one or more of their students needed physical, dental, or eye and ear examinations. Almost as many of the teachers (72%) also felt that one or more of their pupils needed medical or dental treatment. Finally, nearly one-fifth of the teachers (17%) felt that one or more of their pupils needed physical therapy treatment. The essence of the services provided was determined by seeking information concerning its extent, quality and type. Estimates of the extent of services provided indicate that teachers, pupils, and pupils' parents agree that about one-half of the children in the sample of Title I Program children received physical, dental, or eye and ear examinations.

In addition, teachers estimated that nearly one-third (30%) of the sample pupils received medical or dental treatment, and a handful (2%) received physical therapy treatment.

Pupils and parents also were queried as to the type of service provided, *with reference to examinations only.* Their responses indicated that about one-third *of the half of all pupils receiving examinations* were given physical examinations and/or eye and ear examinations. An additional one-fifth received dental exams.

Teachers were asked to rate the quality of such services provided to their pupils. Four-fifths of the teachers ranked the examination and treatment services as "somewhat" or "very adequate," with the exception of physical therapy. In that case, nearly half of the teachers ranked the service as "not provided," but another one-fourth (presumably those with the few students who received such service) ranked it as "somewhat" or "very adequate."

About one-tenth of the teachers, parents, and pupils indicated they feel that more medical, dental and other special health services are needed. This indicates that most of them feel that the present type and quality of services provided is adequate, although some strengthening is needed. The type and amount

TABLE V-13
BUREAU OF HEALTH EDUCATION AND SERVICE
MONTHLY STATISTICAL REPORT
P.L. 89-10 E.S.E.A. OF 1965
TITLE I PROGRAM FOR EDUCATIONALLY DEPRIVED CHILDREN
CUM. TOTALS–1970-1971

PART I–Medical

A.	Health Service within the Schools	
	Number general health examinations by school physicians	5294
	Number special health examinations by school physicians	1987
	Number parents present at health examinations	431
	Number pupils referred by school health office to:	
	School Clinic	2919
	Private physicians	5834
	Health agencies (community)	760
	Number pupils treated by:	
	Private physicians	2889
	Clinic physicians	2734
	Number pupils excluded by health office	716
	Suspected communicable disease By Nurses	
	Chickenpox	47
	Eye Infection	36
	German Measles	7
	Impetigo	15
	Ringworm	27
	Upper respitory infection	809
	Other Causes By Nurses	
	Reportable injuries	74
	Non-contagious skin	75
	By Doctors	
	Communicable disease	31
	Number pupils tested by Title I Medical Technician for:	
	Hemoglobin and Urine Tests	673
	Number pupils surveyed by Title I Technician with Pure–Tone Audiometer in the schools	1671
	Number pupils tested by school nurse for:	
	Central Visual Acuity (Snellen Chart)	9422
	Hearing Acuity (Whisper Test)	2704
	Number of pupils including in Oral Hygiene Survey in the schools	6725
	Number of pupils given first aid treatment by school physicians	200
	Number of pupils vaccinated by school physicians	498
	Number immunizing doses for diptheria by school physicians	895
	Number doses of Sabin Oral Vaccine given by school nurse	1089

PART 1–Medical (cont.)

Number pupils tuberculin tested in school health office–Elementary Schools	2015
Number health conferences with parents in school health office	10583
Number classes health inspected by school nurse	1856
Number hygiene inspections of school property	6

B Health Services of School Division

Eye Division–Examinations by clinic physicians	645
Number pupils examined in all medical clinics	515
Total number pupils examined in all medical clinics	657

Part II–Dental

A. Health Services within the Schools

Number pupils referred by school health office to private dentists	6103
Number pupils treated by:	
Private Dentists	857
School Clinic dentists	2462
Clinic dentists	741

B. Health Services of School Dental Clinic

Total number of pupils reporting for treatment	2032
Varieties of Treatment	
Teeth charted	430
Cleanings	579
Amalgam fillings with ZNO base	384
ZNO fillings	141
Synthetic fillings	39
Extractions–permanent teeth	359
Extractions–temporary teeth	110
Number X-Rayed (Teeth)	96
Novacain injections	462
Total number of operations	4129
Total number of cases completed	538
Pupils who refused to be treated	147
Recommendations by clinic dentists	
Swollen face-extraction deferred	68

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of such suggested strengthening was not indicated. Since these are estimates only, and made by lay persons, they cannot be regarded as professionally valid. However, they do indicate an apparent high degree of client/staff satisfaction with the size and nature of the present component.

2.1.2 Child Guidance Services

The data establishes that the general objective was met (see Table V–14). That is, social and psychiatric needs of Title I children were identified and diagnosed and, when appropriate, children were referred for treatment. As in the preceding section, however, the real question concerns the *degree* to which the objective was met. And here again the lack of baseline data on the number of pupils needing these services precludes the ability to measure the adequacy of the services provided.

However, as before, estimates of some of these matters are available from the evaluation interviews with Title I Teachers.

In estimating need; the actual number of children requiring social and psychiatric guidance services is not known. But teachers indicate the need is widely dispersed throughout Title I classrooms, insofar as half, or more, of the teachers said one or more of their pupils needed the following services:

Diagnosis of individual educational needs
Psychological or individual testing, (pupil with special problems or needs)
Evaluation of ability and attitudes
Assistance with personal and social adjustment
Referral to specialist or agency outside the school
Visit to home (pupils with special problems or needs)

One service which half of the teachers indicates was *not* needed was "assisting pupils with educational and career choices," a reflection, no doubt, of the fact that 86% of the 192 responding teachers work at the elementary school level where such concerns are not a major factor.

Estimates of the extent and quality of non-teacher professional services provided to pupils were gathered from Title I Teachers. About one-fourth of the pupils in the sample received services involving the evaluation of ability and attitudes, and diagnosis of individual educational needs. About one-eighth received services concerning assistance with personal and social adjustments, assistance with education and career choices, and psychological or individual testing (pupils with special problems or needs). Only a handful (3%-5%) were referred to a specialist or agency outside the school or visited at home (pupils with special problems or needs).

According to the teachers, from one-half to nearly two-thirds of the sample pupils did not receive *any* of the services listed, indicating that these services are reaching only one-fourth or less of the total Title I student population. Whether or not this is because that is the extent of the true need cannot be determined due to the lack of baseline data on pupils social and psychiatric counselling needs.

As far as the adequacy of the services is concerned, somewhat more than half of the teachers feel that most of the services provided are "somewhat" or "very" adequate. The major exception concerns "assisting with education and career choices", which nearly half (47%) of the teachers say is not being provided at all, compared to about one-third (34%) who feel that it is provided adequately.

This indicates that the one service which teachers feel is least needed (assisting pupils with educational or career choices) is the one which is least provided. On the other hand, the several services which teachers feel are most needed apparently are being provided adequately. However, the small but significant number of teachers who feel that some of these needed services are provided inadequately, or not at all, indicates that the services may not be available on a uniform basis in all Title I schools.

TABLE V-14
DEPARTMENT OF CHILD GUIDANCE
MONTHLY STATISTICAL REPORT–MAY, 1971
ESEA TITLE I

	No. of Cases	Cum.
I. School Psychologists		
Pupils referred for Psychological Examinations by:		
School Principal	222	1887
Social Agencies	3	22
Other	63	357
Total Number of Children Referred	268	2266
Number of Psychological Examinations Completed:		
Recommended for Special School or Class	48	435
Recommended for Exclusion	6	21
Recommended for Program Adjustment	234	1762
Total Number of Examinations Completed	288	2266
II. School Social Workers		
Number of Active Cases from Previous Month	5148	
Number of Cases Referred During Current Month	706	
Number of Pupils Serviced During the Month (Including cases and other contacts)	4626	
By Number if Cases Are Closed	599	
Number of Parents Interviewed	1325	
Number of Home Visits	394	
Number of Parent Meetings Held	102	
Number of Attempts made for Referral to Agencies	306	
Number of Referrals Accepted by Agencies	187	
Number of Conferences with Principals	815	
Number of Conferences with Title I Coordinators	317	
Number of Conferences with Teachers	1431	
Number of Conferences with Other Personnel	740	
Number of Conferences with Pupils	3028	
Number of Pupils Group Meetings	205	
Number of Child Study Team Meetings	200	
Number of Referrals to Psychologists	171	
Number of Referrals to Psychiatrists	157	

Special Projects–Examples

1. Attended Follow-Through Workshop in Trenton.
2. Led discussion at Title I PAB.
3. Assisted with senior assembly program during Child Health Week.
4. Now serving on Board of the Florence Crittenden League.
5. Brought together PTA and Board of Education's Coordinator of Drug Abuse Prevention Education Program to consider need for and to plan a program for the school and community.
6. Assisted in planning placements in classes next year best suited to children known to me.
7. Coordinated camp recruitment for Windbeam and Bonnie Braie for Special Education and Child Guidance.
8. Served as judge for a spelling contest.
9. Worked with school on fighting as it relates to Barringer–Vailsburg sports competition in the community. A meeting for this has been scheduled for June 16.

Title I P. L. 89-10-E.S.E.A.

Psychiatrists	61
Pupils evaluated	385
Number of target pupils serviced by Title I Social Workers	

Consulting Psychiatrist

School Conferences held by Dr. King at:
Montgomery Street School, May 4, 11, 18, 25
South 8th Street School, May 3, 6, 10, 13, 17, 20, 24, 27
Girls Trade School, May 5, 12, 19, 26

School Conferences held by Dr. Snell at:
Bruce Street School, May 3, 6

School Conferences held by Dr. Davis at:
Alyea Street School, May 12, 19, 26

2.1.3 Attendance Services

Statistical reports submitted by various units of the school system show that the general objectives of this component were achieved. That is to say, Attendance Counselors were provided, and they performed their assigned functions with the results noted in Table V–15.

An example of the work of Attendance Counselors is provided in this description by one such counselor, Vernon De Vane, of his role and duties:

> "My role as a Title I Attendance Counselor this year is quite significant. One can usually find me out checking on students whose absences are in excess, meeting with a parent in the home, or at school, to discuss some of the many problems a child might have in and away from school that might cause him or her to be absent."
>
> "My other duties range from being a big brother to the students or a stern disciplinarian. The Attendance Counselor, under this program, also finds himself working closely with the social worker, Title I Coordinator, Principal, and Vice Principal because a large number of these students are from the target area."

In an attempt to validate school district records, questions were directed to Title I Principals and the Project Coordinator concerning the number of total and Title I pupils enrolled in their schools during the regular school year, the number of total and Title I pupils who withdrew from their schools during the regular school year, and the number of such withdrawals which could be classified as dropouts.

However, analysis of the responses to these questions indicated such inconsistencies and apparent errors as to preclude use of the data in this report. Subsequently, no validation of the statistics is available as a means of determining the effectiveness of the attendance services provided. The absence of any longitudinal baseline data on the nature and type of absenteeism and dropouts, or performance objectives focused on their numerical or percentage reduction, makes it impossible to determine if a greater or lesser level of effort is required to achieve the component's objectives.

2.1.4 Youth Development Clinic

The Youth Development Clinic Program was subcontracted by the School District, including provision for progress and evaluative reporting. Communication Technology Corporation, therefore, did not attempt to investigate the effectiveness of the program. Further data concerning the Clinic, its personnel, and their activities and accomplishments, is provided in their evaluation report which is available from the Assistant Superintendent in charge of Special Education.

2.2 STAFF SUPPORTIVE SERVICES (para-professional)

2.2.1 Teacher Aide Program Findings

Items on the questionnaire were desgined to solicit responses from the Title I Coordinators and Teachers about the utilization, characteristics, and relative value of classroom aides including teacher aides.

All Newark's Title I Coordinators were asked if aides participate in their school's Title I Program. Three-fourths (77%) reported teacher aides worked in their schools. One-sixth (16%) reported neither community nor teacher aides participated in their school's programs. Most of these were secondary schools where aides are not assigned. All 206 Title I Program Teachers were given a questionnaire; 192 returned them, for a response rate of 93%. Seventy–three percent reported teacher aides worked in their schools. Fourteen percent (14%) reported they didn't know if aides worked in their school.

TABLE V-15

BUREAU OF ATTENDANCE
MONTHLY STATISTICAL REPORT–MAY 1971
ESEA TITLE I

	SCHOOLS	CUM. TOTALS
Number of Pupils Assisted	207	734
Attendance Slips Issued–Form 763		
Elementary	199	813
Secondary	1165	4034
Special	12	14
Private and Parochial	1	1
Reasons for Absences–Unexcused		
1. Parental Neglect		
A. Parental Indifference	34	61
B. Lack of Clothing or Food	0	27
C. Illegal Employment	0	3
2. Truancy	610	1899
Reasons for Absences–Escused	292	1165
3. Illness of Pupil		
A. Personal Emergency (Clinic, Dental, etc.)	32	111
4. Illness in Family	67	254
5. Death in Family	32	95
6. Lack of Clothing or Food	0	42
7. Other Urgent Reasons		
a. Inclement weather	4	58
b. Personal Family Reasons	40	129
8. Legal or Administrative Reasons		
1. Ordered into Court	13	27
2. Suspended	106	259
3. Institutionalized Youth House, Jamesburg, etc.)	16	63
4. Excluded (Personal Illness, emotional problems).	19	43
5. Withdrawn from school, (over 16)	75	163
6. Withdrawn from school, (under 6)	4	4
7. Awaiting special class placement (out of school excluded)	13	17
8. Found in other schools	11	37
Attendance Slips in Process of Investigation		419
Principals request for parents to call at school for conference.	0	0
School transfers of pupils completed	131	256
Visits to Homes	1270	3838
Contacts with Social Agencies	90	236
Investigations of Family, Social History	30	75
Children interviewed at school by Attendance Counselors	391	1396
Parents interviewed at school	75	341
Parents interviewed at Bureau of Attendance	4	16
Legal Notices Served	41	110
Breaking and Entering (Burglary)	35	
Theft (School Property) Title I approximate value	$1,125.00	

The Project Coordinators were asked to respond to items about the assignment and duties of the Title I aides. When asked how the activities of the Title I aides, including teacher aides, in their schools were determined, two-thirds replied that an aide follows an established routine based upon a predetermined schedule. Another one-third indicated that aides' assignment varied, depending on the person working with the aide, the daily priorities that arose, and the aides' established routines. According to the Project Coordinator responses, nearly three-fourths (71%) of the Title I teacher aides spend the major part of their time "instructing pupils as individuals in small groups as directed by classroom teachers." Another 12% worked at collecting and distributing material to pupils, taking attendance, scoring tests, and doing other clerical work around the classroom. Another 8% of the teacher aides supervised pupils in hallways, playground, lunchrooms, and other non-instructional areas. Five percent (5%) of the teacher aides either instructed class-sized groups under the direct supervision of a teacher or principal, or handled typing, duplicating, copying and other office work. None of the teacher aides were involved in contacting parents and community members to secure their involvement in school activities, according to the Coordinators' responses.

The data on the use and duties of the teacher aides tend to show that there are no aides in secondary schools, more schools have teacher aides than community aides, and that the aides in general are well dispersed throughout the schools when not in their assigned classrooms. The responses of the teachers tend to reinforce the reports of Project Coordinators that many teacher aides are employed in the Title I schools and they are well dispersed throughout the schools when not in their assigned classrooms. These data also tend to show that most of the aides follow an established work pattern in their daily operations, a significant minority work at tasks assigned on a more flexible basis, and teacher aides are not mainly involved in reducing the non-professional work load of teachers, but appear to be extending the instructional reach of teachers.

As a measure of the personal characteristics related to the responsibilities of the aide, the Project Coordinators were asked to rate the Title I aides including the teacher aides. Half of the Project Coordinators reported that the aides were "above average" in cooperation. Next highest "above average" marks went to interest in work (47%), ability to work with others (44%), and dependability (43%). Slightly fewer Coordinators gave "above average" marks to their aides for ability to learn (38%), quality of work (35%), quantity of work (33%), punctuality (32%), and initiative (28%).

Slightly less than half (46%) of the 83 Project Coordinators felt their aides were "average" in initiative. A lesser portion (38% - 40%) ranked their aides "average" in quantity of worked performed, quality of work, ability to learn, ability to work with others, and punctuality. About one-fourth ranked their aides "average" in dependability (30%) interest in work (28%) and cooperation (23%).

Nine percent (9%) or less of Coordinators ranked their aides "below average" on any quality. Nine percent (9%) marked their aides "below average" on punctuality (absences and tardiness). Only a handful (less than 5%) ranked the aides "sub-par" on each of the remaining qualities.

From the ratings given the aides by the Project Coordinators, it would appear that they are working in such a fashion as to produce a general, overall positive impression of their various work habits and personal qualities. The only significant problem appears to be with the punctuality (absences and tardinesses) of some of the aides.

To get an indication of the relative value of the classroom aides, including teacher aides, the Project Teachers were asked to respond to check list items which included aides and/or teacher aides. There was a list for "valuable resources available", one for "greatest assistance in the teachers' work", and one for "desired forms of assistance".

When asked to check a list of valuable resources nearly one-third of the responding Title I Teachers felt that the resources most valuable to them in their Title I activity were "audio-visual equipment" and "text books at the student level". Another one-fifth cited overhead projectors as being valuable, while only 15% named teacher aides.

What was of greatest assistance to Title I Teachers in their classroom work? One-fifth of the teachers said "classroom aides or assistants," while another one-fifth said "opportunities for professional advancement." Only 6% cited "consultant services", and only 4% cited "tuition for college courses." Of the most significance is the fact that half of the teachers (mostly Elementary) reported "none of these" was of greatest assistance to them.

When asked to check a list of desired forms of assistance for their Title I teaching effort, one-fifth of the Title I Project Teachers indicated that they would like to have "more audio-visual aids" and "more in-service teacher training programs" provided. Between 14% - 17% of the teachers cited these additional items as being desired: more books, consultant services, more teacher aides, remodeling of facilities. Only 2% cited "none of these" as what they would like to have to aid them in their Title I teaching efforts.

These data from the checklists tend to show classroom aides including teacher aides are making a significant contribution by assisting Title I Teachers in their classroom work; but the Title I Teachers apparently feel that appropriate equipment and learning materials are more useful to them than the personnel assistance represented by teacher aides.

2.2.2 Community Aides Program Findings

The questionnaire data collected on community aides was tied into the data collected on teacher aides. Project Coordinators and Project Teachers were asked to respond to items designed to measure the extent and type of service provided by the community aides. The community aides were rated with the teacher aides on personal characteristics related to their responsibilities.

All Newark's Title I Coordinators were asked if aides participate in their schools' Title I Program. Two-thirds (68%) indicated that community aides work in their schools. One-sixth (16%) reported neither type of aide participated in their school's program. Most of these were secondary schools where aides are not assigned. When the teachers were asked the same question, a little over three-fourths (76%) reported that community aides work in their schools' Title I Program. Fourteen percent (14%) reported that they didn't know if aides worked their school. As with the responses about teacher aides, these data show that no community aides are in any secondary schools, more schools have teacher aides than community aides, and the aides in general are well dispersed throughout the schools.

The Project Coordinators were asked to indicate how the community aides were used. They reported that community aides who are located in elementary schools spent three-fourths of their time contacting parents and community members to secure their involvement in school activities and otherwise bridge the communication gap. This contrasts significantly with the teacher aides, who are reported as spending nearly the same proportion of their time instructing pupils as directed by classroom teachers. Community aides, however, spent only 9% of their time on this kind of instructional work.

The community aides spent between 2% and 6% of their time on each of the remaining types of tasks listed in the questionnaire. The tasks, in the order cited, are as follows:

a) collecting and distributing materials to pupils, taking attendance, scoring tests, other clerical work around the classroom (6%)

b) typing, duplicating, copying, other office work (4%)

c) supervising the pupils in the hallways, playgrounds, lunchroom, and in other areas where formal instruction in not in process (4%)

d) instruction of class-sized groups under direct supervision of a teacher or principal (2%)

The community aides were rated by the Project Coordinators. The findings of the ratings are presented in the discussion of teacher aides (Section 2.2.1); however, a condensed statement of these findings is presented below.

Half of the Project Coordinators reported the aides were "above average" in cooperation. Next highest "above average" marks went to interest in work (47%), ability to work with others (44%), and dependability (43%). Slightly less than half (46%) of the 83 Project Coordinators felt their aides were "average" in initiative. A lesser portion, 38% - 40%, ranked their aides "average" in quantity of work performed, quality of work, ability to learn, ability to work with others, and punctuality. Only 9% of the 83 Coordinators ranked their aides "below average" in punctuality (absences and tardiness). A handful ranked the aides "sub-par" on each of the remaining qualities.

Even though the Community Aide Program was not implemented until mid-year (February 1971), they appear to be performing in such a fashion as to produce a general, overall positive impression of their various work habits and personal qualities. The only problem appears to be with the punctuality (absences and tardinesses) of some of the aides.

3.0 PARENT AND COMMUNITY INVOLVEMENT

The net result of the School District's efforts to provide ample opportunities for parent and community involvement in both the operation and the evaluation of the Title I Program is indicated in the results of the questionnaires and interviews presented herein.

A strong majority (84%) of parents responding said they visited their child's school for reasons other than discipline, lateness, or absences one or more times since September 1, 1970. Nearly half of them (47%) visited the school 1-3 times during this period. Nearly one fourth (23%) visited the school 7-10 times during this period, and more than one tenth (13%) visited more than 10 times.

Whether these visits included a discussion with their childrens' teacher or guidance counselor was determined by another question, and the response was generally positive. Three-fifths (60%) of the parents responding said they held such discussions about their children, but more than one-third (36%) said they had not. The time frame of these discussions varied: More than one fourth (27%) of parents responding said they had discussed future plans for their children with someone from the school. But more than two thirds (68%), presumably including many parents who had met their child's teacher, reported they had not, implying the focus of discussion was on the past and present performance only, of the child.

Parent reactions to the idea of active parental involvement in Title I activities was probed in yet another question, with strongly positive results. Nearly three-fourths (71%) said they felt parents should become actively involved in Title I activities.

All 2,339 of the persons interviewed in person or via questionnaire were asked to indicate which of twenty-two possible school-related activities they had been involved in during the school year. The activity in which the highest number of parents said they had participated (58%) dealt with helping children with their homework at home. The second highest activity participated in (37%) was attending school meetings.

Activities in which 10-20% of the parents interviewed said they participated during the year are as follows:

attended Title I Advisory Committee meetings
had an individual conference with the school principal
visited Title I classrooms to observe students
attended group meetings to learn how to help children with their homework
volunteered to help on a class trip
had an individual conference with a Title I staff member
gave opinions to persons on a Title I Advisory Committee
did other things not specifically listed on the questionnaire.

Activities in which 3-8% of the respondents indicated they had participated during the school year are as follows:

worked on Title I Advisory Committee
worked as a teacher aide
worked as a chaperone at a school function
helped at the school fair
assisted in planning the Title I Program
assisted in the evaluation of the Title I Program
assisted in budgeting for the Title I Program
worked as a community aide
volunteered to help in a school library
volunteered as a tutor
volunteered as a clerical assistant

On the negative side, some 30% of the parents sampled indicated they had not participated in any school activities during the school year.

Asked about their participation in the work of the Title I Advisory Committee in their child's school, parents indicated a relatively high level of familiarity with the fact that there were such committees. For example, only 11% of the parents responding said they did not know what the Title I Advisory Committee was, and only 14% said they did not know any members of the Title I Advisory Committee for the school which their child attended. On the other hand, active and continuous involvement in the work of the Title I Advisory Committees apparently is limited to a small group of the total parent population. Specifically, 14% of those responding said they were a member of the Title I Advisory Committee in their child's school, and less than one-third (30%) said they had discussed Title I matters with members of their Title I Advisory Committee. The net result of this situation is that a full three-fourths of the parents are *not* members of the Title I Advisory Committee at their child's school, and more than half (56%) say they have not discussed any Title I matters with any members of their Title I Advisory Committee. This indicates the need to continue and intensify efforts to get more parents and community members involved in the work of the Title I Advisory Committees.

A final index of parent interest and involvement in the work of the Title I Program and its Advisory Committees is provided by a question which asks parents how many meetings of the Title I Advisory Committee at their child's school they attended during the year. Some 30% of those responding indicated they had attended one or more such meetings.

The picture which results from the survey described above is one in which these features are obtained:

Most parents visit their child's school at least once during the year for reasons other than discipline, lateness, or absence. During these visits, a majority of the parents speak with their child's teacher or guidance counselor about him, although the discussion apparently centers on the child's past and present performance rather than on plans for his future.

Parents of children involved in the Title I Program feel, by an overwhelming majority, that they should be actively involved in Title I activities. However, most of them are not so involved. Indeed, well under one fourth of them are members of the Title I Advisory Committee at their child's school, and well over one half of them have not discussed any Title I matters with any members of their school's Advisory Committee during the past year. Furthermore, most of them have not attended any of the actual meetings of the Advisory Committee at their child's school.

If participation in Title I activities can be interpreted to include helping children with their homework, then the picture of parents urging a high degree of involvement, but providing relatively little, changes somewhat, since well over half of the parents say they make it a point to help their children with homework, and well over a third say they attend PTA meetings.

Thus the situation appears to be one which is similar to volunteer activity in many areas of organizational life: a minority of persons provide the bulk of the active leadership and effort required to make the volunteer organization function, but a large reservoir of informed and interested persons exists to provide support and encouragement for this leadership group.

A specific index to how active the Title I Advisory Committees are is provided by a year-end report prepared by the Department of Federal Assistance Programs on the actual number of Advisory Committee meetings held during FY 1970-71. Table V–16 shows that a total of 655 meetings were held during the school year. Attendance at these meetings totaled 11,774, for an average attendance of 18 persons per meeting.

TABLE V–16
TITLE I ADVISORY COMMITTEE MEETINGS FY 1970–1971

	No. of Meetings	No. In Attendance	Average Attendance
Elementary (1-8)	446	8,477	19.0
Secondary (7-12)	72	1,223	17.0
Special	80	858	10.7
Bilingual	57	1,216	21.3
Totals	655	11,774	18.0

The bulk of the meetings, 446, were held by the 52 Elementary Schools. They were attended by 8,477 people, for an average meeting attendance of 19 persons. At the 10 Secondary School (Jr. and Senior High), 72 meetings attracted 1,223 participants for an average of 17 persons per meeting.

Advisory Committees representing the 12 Special Schools held 80 meetings, at which participation totaled 858 for an average of nearly 11 persons. As the newest program, as well as the least numerous, the Bilingual Program held 57 meetings at 9 schools; participation totaled 1,216 for an average attendance of just over 21 persons.

Further analysis of the data shows that the average number of meetings per school was approximately eight, though one school held only one, and two schools held as many as fourteen.

A review of randomly selected copies of the minutes of several such meetings during the 1970–1971 school year are ample proof that these sessions provide an opportunity for hard-hitting discussion about issues which are important to the parents.

The Central Advisory Committee, for example, met on October 19, 1970, and discussion immediately turned to the question of how consultants are being hired by the Board of Education. After extended

discussion of the issue, the group voted to request the Deputy Superintendent and Personnel Directors to attend their next meeting to answer questions related to this issue. Other questions and discussion concerned how the City's Bilingual Program is being operated and financed, how an existing Title VII Bilingual Program relates to the Title I Program, and about the extent of service to children and community involvement aspects of a Federal proposal presented by the Director of Special Assistance Programs.

A similar example of how Advisory Committee meetings promote consideration of larger issues as well as specific Title I matters was provided by the "Workshop on Accountability," which was held as part of the Advisory Committee meeting of the Charlton Street School on April 21, 1971. According to the Minutes of the meeting, the parents of this school received a solid understanding of the main aspects of this new word in public education, and were helped to understand how it involved them as well as school personnel.

The Principal indicated the responsibilities of the various school personnel and their areas of interaction with parental groups. It was pointed out that the child's first teacher is his mother and that she could do much to assist the child during his first six years, thereby making it easier for him to learn when he enters school.

The mother of Mayor Kenneth Gibson, Newark's "Mother of the Year," spoke about the parent and accountability. "A child will imitate the parents," she noted. "We must love our children but mean what we say. Check on your children's homework. Attend the Parent meetings. Know the teacher. To have better children, we must be better parents."

This particular workshop at the Charlton Street School was well directed, to the point, and provided useful information to the parents in attendance. It was noted that the parents welcomed meetings of this sort and that many meetings and/or workshops held throughout the School District were as well planned and informative.

During the 1970-71 school year, a total of 118 such workshops were held on a variety of topics related to or dealing specifically with Title I matters (Table V – 17). The attendance at these meetings totaled 1,917, for an average attendance rate of 16 persons per workshop.

TABLE V–17
TITLE I PARENT WORKSHOPS FY 1970–1971

	No. of Workshops	No. In Attendance	Average Attendance
Elementary (1-8)	96	1698	17.7
Secondary (7-12)	13	55	4.2
Special	9	164	18.2
Bilingual	0	0	0.0
Totals	118	1917	16.2

The kinds of schools and programs involved in these meetings varied widely, from none in the Bilingual area to a high of 96 Elementary School workshops involving 1,698 people for an average attendance of about 18.0 parents. The much fewer number of Secondary Schools were second highest with 13 workshops, but they attracted only 55 persons altogether, for an average attendance of only about four persons.

Special Schools, which are even fewer in number, featured 9 workshops, but attracted a turnout of 164 persons for the highest average attendance of all, just over 18 persons per meeting.

Proof that the regular work of the Advisory Committees was not overlooked in the effort to provide special programs is exemplified in the end-of-year report submitted by the Barringer High School Title I Project Coordinator. Presented at the June 8, 1971, meeting of the school's Advisory Committee, her report noted that:

> "The advisory committee to the Title I program at Barringer High School held nine monthly meetings plus small group meetings. They had representation at all central group meetings, the Title I Unified Action for Progress Conference, they attended workshops, counseled work experience students, helped expedite the installation of special equipment, studied and suggested budget changes, and helped in planning assembly programs.
>
> The support of the Barringer High School Advisory Committee to the Title I program has from its inception been sustained with a high interest level through the most trying circumstances. Attendance has been regular. The committee has kept lines of communication open between the community, the faculty, and the students. Members of the committee have given generously of their time, talents, and experience. They have studied the problems of the most severely educationally deprived students. They have wholeheartedly supported new and innovative programs to improve reading skills of participating students. They have explored the types and value of enrichment programs. The committee has studied the problem of bilingual education and is eager to learn new avenues of approach to the problem. With quiet efficiency, the Advisory Committee has been involved in all aspects of the Title I program at Barringer High School."

Realistically, the efforts of all such advisory committees were not problem free. The minutes of the Title I Central Advisory Committee meeting of October 19 indicated, for example, that no more meetings of the Advisory Committee at a specific elementary school would be held "until the climate changes." The speaker, Chairman of the Central Advisory Committee, indicated she meant that the school's atmosphere "is too hostile and that parents are afraid to meet there." With typical directness, however, the committee members elected to tackle this issue, encouraging the chairman and others "to go ahead and hold the meeting and if needed, others would attend to help her out."

A city-wide Title I Conference, titled "Unified Action for Progress" was held at Newark's Ebony Manor on May 25, 1971. The purpose of this conference, an annual event, is to strengthen the relationship between parents, teachers, the community, its agencies and the Title I and school district administration. Conference planning and organization was accomplished through mutual efforts of parents, teachers, and community members involved in the Title I program.

Conference attendees, mostly parents, numbered more than 500 persons. Numerous City and State administrators attended, in the capacity of conference resource persons or interested observers, including Newark's Mayor Kenneth Gibson, members of the Board of Education, School Superintendent Franklyn Titus, Deputy Superintendent Dr. Edward I. Pfeffer, as well as State Department of Education Title I Coordinator Mrs. Jane Holub, Title I Central Advisory Committee Chairman Mrs. Elayne Brodie and Director of the African Free School Bibi Amina Baraka. Other officials and resource people included Mr. Frank Esposito, Central Office Coordinator of Newark's Title I program, J. Harry Smith, President of Essex County Junior College, Mrs. Maria De Castro Blake, of Rutgers University, Dr. Wynona Lipman, Director of the Essex County Board of Chosen Freeholders, Mr. Gustav Heningburg, Newark Urban Coalition, Mr. Clarence Coggins, Director of Field Services Model Cities, Reverend Ralph Grant, Executive Director of Action NOW, several consultants, and industrialist William Blakely.

During the morning, conference attendees were afforded the opportunity to examine material and equipment displays pertaining to the Title I program and to "sit-in" on actual instructional demonstrations concerning the Elementary and Secondary Development and Remedial Reading Projects, as well as those of Special and Bilingual Education. The afternoon session was initiated by Newark Mayor Kenneth Gibson, who outlined the general direction of education in Newark. The Mayor's presentation was fellowed by a panel discussion which treated parent and community involvement in the overall Title I program. A concluding question and answer period, between parents and the panel was held. Attendee responses indicated extreme interest in the program as well as an involved awareness on the part of parents and the community.

School officials regard the conference as "a total effort to acquaint parents and the community with the objectives and methods being applied to the Title I program in Newark". They feel that the conference "provides the assurance that the parents are well aware of the content and direction of the Title I program," especially considering the continuous advisory meetings at the school, area, and central city levels.

Finally, an indication of the extent to which Elementary as well as Secondary student desire involvement in the program's operations is provided by a note in the "Hawkins Highlights," a quarterly mimeographed journal published as part of Title I program dissemination at the Hawkins Street Elementary School. Although student involvement is not required at the elementary level, it apparently is encouraged. "Where do you want to go? What would you like to see?" asked an item in the journal, followed by the admonition for students at all levels of the K-8 school to "send suggestions for next year to the Title I office to promote more student planning and involvement.

In April, 1971, as the school year which this report evaluates was nearly at an end, the Federal Government issued guidelines on appropriate community involvement in Title I program operations. A review of these guidelines, in light of the facts presented above, concerning Newark's early and ambitious efforts to secure widespread community involvement indicates that Newark truly leads the nation in this area of endeavor; a tribute both to the board and staff of the school system and to the parents and community residents of Newark itself.

Relevant sections of the Federal guidelines are as follows:

> "Parental involvement at the local level is deemed to be an important means of increasing the effectiveness of programs under Title I of the Act. Each application of a local educational agency, for assistance under that Title, therefore, (a) shall describe how parents of the children to be served were consulted and involved in the planning of the project and (b) shall set forth specific plans for continuing the involvement of such parents in the further planning and in the development and operation of the project.
>
> Each local educational agency shall, prior to the submission of an application for fiscal year 1971 and any succeeding fiscal year, establish a council in which parents of educationally deprived children residing in attendance areas which are to be served by the project, constitute more than a simple majority, or designate for that purpose an existing organized group in which such parents will constitute more than a simple majority, and shall include in its application sufficient information to enable the State educational agency to make the following determinations:
>
> That the local educational agency has taken appropriate measures to insure the selection of parents to the parent council who are representative (a) of the children eligible to be served (including such children enrolled in private schools) and (b) of the attendance areas to be included in the Title I program of such agency;
>
> That each member of the council has been furnished, free of charge, copies of Title I of the Act, the Federal regulations, guidelines, and criteria issued pursuant thereto, State Title I regulations and guidelines, and the local educational agency's current application; and that such other information as may be needed for the effective involvement of the council in the planning, development, operation, and evaluation of projects under said Title I (including prior applications for Title I projects and evaluations thereof) will also be made available to the council;
>
> That the local educational agency has provided the parent council with the agency's plans for future Title I projects and programs, together with a description of the process of planning and developing those projects and programs, and the projected times at which each stage of the process will start and be completed;
>
> That the parent council has had an adequate opportunity to consider the information available concerning the special educational needs of the educationally deprived children residing in the project areas, and the various programs available to meet those needs, and to make recommendations concerning those needs which should be addressed through the Title I program and similar programs;
>
> "That the parent council has has an opportunity to review evaluations of prior Title I programs and has been informed of the performance criteria by which the proposed program is to be evaluated;

> "That the Title I program in each project area includes specific provisions for informing and consulting with parents concerning the services to be provided for their children under Title I of the Act and the ways in which such parents can assist their children in realizing the benefits those services are intended to provide."

The above legislative excerpts seem to indicate that although the Newark Title I Parent and Community Involvement component is chronologically young, it is quite evident that it is far advanced over other school systems in the development and refinement of this vital segment of the overall Title I program. This consortium of concerned parents, community, and the school district deserve commendation for they truly are leaders in the nation in this endeavor.

Research such as the Coleman report has demonstated conclusively that education is not something which only schools provide. Education goes on all day long in the life of a child, and begins long before he ever reaches school. The widespread nature of the people and activities involved in the total education of a child means, for the school, that it must relate harmoniously to these other activities and influences if it is to be as effective as possible in helping children learn. Since the central figures in a child's life are his parents, it is clear that they can greatly assist the school in helping their children learn. No one knows better than they, the particular needs and problems of their children, and no one is more apt than they, to be able to suggest practical ways in which the school staff can best relate to and aid in the development of their children. Thus parent involvement in school activities is one of the key ways in which intelligent school systems attempt to ensure that their programs function in the most relevant manner possible.

This involvement is particularly important in a city like Newark, with its high degree of mobility of children in and out of the city schools and, indeed, in and out of the city itself. This mobility indicates the greater-than-usual importance their parent or parents play in their lives. In many cases, the child's parent or parents is/are the only adult(s) whom they have the opportunity of relating to continuously over a multi-year period. To better understand and develop programs to serve these children and their unique needs, it is critical that the advice and support of their parents be gained. In this manner, the Title I program can strive to cope with the changing needs and problems of the constantly changing child population.

It should be noted that this involvement of the parent not only affords the Title I program the opportunity to develop more relevant and responsive programs, but also affords parents the opportunity to better help the child through other community resources which they learn about from the school and through contact with other parents who are similarly involved. Since the nature and extent of educational support resources such as programs for the educationally disadvantaged also changes from year to year, involvement provides the opportunity for the necessary continuous communication about other services which are available within the community.

Overall, then, the Newark Board of Education recognizes that parent and community involvement in the Title I Program not only helps the school and its staff better meet the needs of the children, but also helps the parents do so in areas beyond the reaach of the school. The net result is a stronger and more effective total education of the children involved.

4.0 SAMPLE CHARACTERISTICS

The following describes the characteristics of pupils, Project Teachers, Project Coordinators and Principals who comprised the sample population completing questionnaire instruments during this evaluation.

4.1 PUPILS

Fifty-two percent (52%) were male and 48% were female.

Fifty-five percent (55%) were born in the City of Newark, 9% somewhere else in New Jersey, 22% in a different state, 6% in Puerto Rico and 3% were not sure.

Seventy-six percent (76%) were indicated as being black, 11% caucasian, 11% Spanish-surnamed Americans (Cuban, Puerto Rican or Mexican descent), and 2% other.

Theirty-three percent (33%) had attended at least one other school during the year; of those who attended another school, 57% of the "other" schools were in Newark, 7% were somewhere else in New Jersey and 5% in Puerto Rico.

Forty-nine percent (49%) were in grades one through four; 32% in grades five through eight, 15% in grades nine through twelve and 4% were in ungraded classes.

4.2 PROJECT TEACHERS

Twenty-two percent (22%) were male and 78% were female.

Forty-eight percent (48%) were caucasian, 26% black, 21% Spanish-surnamed Americans (Cuban, Puerto Rican or Mexican descent) and 5% other.

Thirty percent (30%) were under thirty years of age, 23% between thirty and thirty-nine, 36% between forty and fifty-four and 11% fifty-five years or older.

Sixteen percent (16%) live in the attendance area of their school, 24% live in another part of the Newark school district and the majority (60%) live outside of the Newark school district.

Nine percent (9%) have been teachers for twenty-six or more years, 23% between sixteen and twenty-five years, 41% between six and fifteen years and 27% have been teachers for less than six year.

Fifty-eight percent (58%) have taught in the Newark school district for six years or more, 24% for only one year and the remaining 18% for two to five years.

Sixty-three percent (63%) taught in their current school four years or longer.

Seventy-two percent (72%) received all or most of their undergraduate education in public colleges or universities and the remaining 28% in private colleges or universities.

Sixty percent (60%) have eleven or more semester hours of graduate work past their bachelor's degree.

Twenty-eight percent (28%) have at least a master's degree and 10% have a master's degree plus thirty semester hours of graduate work.

4.3 PROJECT COORDINATORS

Forty-six percent (46%) were male and 54% female.

Sixty percent (60%) were caucasian, 30% black and 10% were Spanish-surnamed Americans (Cuban, Puerto Rican or Mexican descent).

Fourteen percent (14%) were under thirty years of age, 29% between thirty and thirty-nine, 43% between forty and fifty-four and 14% fifty-five years or older.

Twenty-two percent (22%) live in the attendance area of their school, 27% live in another part of the Newark school district and the majority (51%) live outside of the Newark school district.

Twenty-two percent (22%) have been teachers twenty-six or more years, 31% between sixteen and twenty-five years, 41% between six and fifteen years and only 6% have been teachers for less than six years.

Seventy-four percent (74%) have taught in the Newark school district for six years or more, of these, 33% taught in Newark twenty-one years or longer.

Fifty-five percent (55%) received all or most of their undergraduate education in public colleges or universities and the remaining 45% in private colleges or universities.

Sixty percent (60%) have at least a master's degree and half of them (30%) have a master's degree plus thirty semester hours of graduate work.

Thirty-three percent (33%) were first year Project Directors, 39% had this position two or three years and 28% four or five years.

4.4 PRINCIPALS

Seventy-four percent (74%) were male and 26% were female.

Seventy-seven percent (77%) were caucasian and 23% black.

Eight percent (8%) live in the attendance area of their school, 31% live in another part of the Newark School district and the majority (61%) live outside of the Newark school district.

None are under 30 years of age, 17% are under forty, 48% between forty and fifty-four years of age and 35% are fifty-five years or older.

APPENDIX A

TABLE A-1
GRADE ONE
Title I Program - Elementary Schools
Mean Grade Equivalent and Deviation From Norms
Metropolitan Achievement Test - May 1971

SCHOOL ID. NO.	N	READING COMPREHENSION			N	WORD KNOWLEDGE		
		MEAN GRADE EQUIV.	DEVIATION FROM NORM			MEAN GRADE EQUIV.	DEVIATION FROM NORM	
			THEORETICAL (1.9)	NEWARK TITLE I (1.4)			THEORETICAL (1.9)	NEWARK TITLE I (1.5)
050	25	1.6	-0.3	+0.2	25	1.8	-0.1	+0.3
051	38	1.3	-0.6	-0.1	42	1.4	-0.5	-0.1
052	74	1.4	-0.5	0.0	74	1.9	0.0	+0.4
053	173	1.3	-0.6	-0.1	173	1.4	-0.5	-0.1
055	79	1.1	-0.8	-0.3	79	1.4	-0.5	-0.1
057	59	1.2	-0.7	-0.2	59	1.3	-0.6	-0.2
059	44	1.4	-0.5	0.0	44	1.4	-0.5	-0.1
060	58	1.5	-0.4	+0.1	58	1.5	-0.4	0.0
061	25	1.2	-0.7	-0.2	25	1.2	-0.7	-0.3
140	141	1.5	-0.4	+0.1	141	1.6	-0.3	+0.1
066	33	1.3	-0.6	-0.1	33	1.3	-0.6	-0.2
067	76	1.5	-0.4	+0.1	76	1.6	-0.3	+0.1
069	104	1.4	-0.5	0.0	104	1.4	-0.5	-0.1
071	56	1.4	-0.5	0.0	56	1.7	-0.2	+0.2
072	48	1.7	-0.2	+0.3	48	1.6	-0.3	+0.1
075	176	1.3	-0.6	-0.1	176	1.7	-0.2	+0.2
076	98	1.1	-0.8	-0.3	98	1.4	-0.5	-0.1
077	22	0.9	-1.0	-0.5	22	1.0	-0.9	-0.5
079	104	1.4	-0.5	0.0	107	1.3	-0.6	-0.2
081	42	1.5	-0.4	+0.1	42	1.4	-0.5	-0.1
082	69	1.4	-0.5	0.0	70	1.5	-0.4	0.0
084	43	1.8	-0.1	+0.4	43	1.9	0.0	+0.4
086	61	1.3	-0.6	-0.1	61	1.3	-0.6	-0.2
087	22	1.4	-0.5	0.0	22	1.4	-0.5	-0.1
088	62	1.6	-0.3	+0.2	66	1.6	-0.3	+0.1
089	64	1.6	-0.3	+0.2	70	1.5	-0.4	0.0
091	42	1.7	-0.2	+0.3	42	1.9	0.0	+0.4
092	23	1.5	-0.4	+0.1	23	1.4	-0.5	-0.1
093	59	1.4	-0.5	0.0	59	1.5	-0.4	0.0
094	87	1.2	-0.7	-0.2	87	1.2	-0.7	-0.3
096	91	1.4	-0.5	0.0	91	1.4	-0.5	-0.1
097	38	1.5	-0.4	+0.1	38	1.4	-0.5	-0.1
099	50	1.5	-0.4	+0.1	50	1.5	-0.4	0.0
102	20	1.3	-0.6	-0.1	20	1.3	-0.6	-0.2
103	55	1.5	-0.4	+0.1	55	1.5	-0.4	0.0
105	24	1.0	-0.9	-0.4	24	1.8	-0.1	+0.3
700	13	1.8	-0.1	+0.4	13	2.2	+0.3	+0.7
710	15	1.5	-0.4	+0.1	15	1.6	-0.3	+0.1
715	14	1.4	-0.5	0.0	14	1.4	-0.5	-0.1
720	8	1.7	-0.2	+0.3	8	1.5	-0.4	0.0
725	14	1.7	-0.2	+0.3	14	1.8	-0.1	+0.3
730	16	1.9	0.0	+0.5	16	1.9	0.0	+0.4
735	18	1.4	-0.5	0.0	18	1.4	-0.5	-0.1
750	10	1.5	-0.4	+0.1	10	1.5	-0.4	0.0
755	14	1.5	-0.4	+0.1	14	1.3	-0.6	-0.2
760	24	1.6	-0.3	+0.2	24	1.8	-0.1	+0.3
765	12	1.8	-0.1	+0.4	12	1.7	-0.2	+0.2
770	20	1.9	0.0	+0.5	20	1.7	-0.2	+0.2

TABLE A-2
GRADE TWO
Title I Program - Elementary Schools
Mean Grade Equivalent and Deviation From Norms
Metropolitan Achievement Test - May 1971

SCHOOL ID. NO.	N	READING COMPREHENSION			N	WORD KNOWLEDGE		
		MEAN GRADE EQUIV.	DEVIATION FROM NORM			MEAN GRADE EQUIV.	DEVIATION FROM NORM	
			THEORETICAL (2.9)	NEWARK TITLE I (1.9)			THEORETICAL (2.9)	NEWARK TITLE I (1.9)
050	25	2.2	-0.7	+0.3	25	2.2	-0.7	+0.3
051	44	1.9	-1.0	0.0	44	2.1	-0.8	+0.2
052	51	2.4	-0.5	+0.5	51	2.1	-0.8	+0.2
053	18	1.3	-1.6	-0.6	18	1.6	-1.3	-0.3
055	75	1.9	-1.0	0.0	75	1.5	-1.4	-0.4
057	54	1.5	-1.4	-0.4	54	1.8	-1.1	-0.1
059	27	2.1	-0.8	+0.2	27	2.3	-0.6	+0.4
060	69	2.1	-0.8	+0.2	69	2.0	-0.9	+0.1
061	34	1.7	-1.2	-0.2	34	1.9	-1.0	0.0
140	64	2.1	-0.8	+0.2	65	2.0	-0.9	+0.1
066	34	1.6	-1.3	-0.3	34	1.5	-1.4	-0.4
067	57	1.9	-1.0	0.0	57	2.0	-0.9	+0.1
069	107	1.5	-1.4	-0.4	107	1.6	-1.3	-0.3
071	63	1.6	-1.3	-0.3	63	1.8	-1.1	-0.1
072	47	1.7	-1.2	-0.2	47	1.9	-1.0	0.0
075	47	1.6	-1.3	-0.3	47	1.6	-1.3	-0.3
076	154	1.9	-1.0	0.0	154	1.9	-1.0	0.0
077	61	1.5	-1.4	-0.4	61	1.7	-1.2	-0.2
079	83	1.7	-1.2	-0.2	86	1.7	-1.2	-0.2
081	50	1.9	-1.0	0.0	50	1.9	-1.0	0.0
082	83	1.8	-1.1	-0.1	83	1.8	-1.1	-0.1
084	44	2.1	-0.8	+0.2	44	2.1	-0.8	+0.2
086	22	1.8	-1.1	-0.1	22	2.3	-0.6	+0.4
087	24	1.6	-1.3	-0.3	24	1.9	-1.0	0.0
088	70	1.9	-1.0	0.0	67	2.1	-0.8	+0.2
089	82	2.1	-0.8	+0.2	91	2.1	-0.8	+0.2
091	52	2.5	-0.4	+0.6	52	2.7	-0.2	+0.8
092	24	1.9	-1.0	0.0	24	2.2	-0.7	+0.3
093	78	1.9	-1.0	0.0	78	2.1	-0.8	+0.2
094	94	1.5	-1.4	-0.4	94	1.9	-1.0	0.0
096	54	1.7	-1.2	-0.2	54	1.6	-1.3	-0.3
097	43	1.9	-1.0	0.0	43	1.8	-1.1	-0.1
099	38	1.9	-1.0	0.0	38	2.0	-0.9	+0.1
102	23	1.8	-1.1	-0.1	23	1.8	-1.1	-0.1
103	16	1.9	-1.0	0.0	16	1.7	-1.2	-0.2
105	21	1.3	-1.6	-0.6	21	1.6	-1.3	-0.3
700	14	2.7	-0.2	+0.8	14	3.1	+0.2	+1.2
710	13	1.8	-1.1	-0.1	13	2.1	-0.8	+0.2
715	14	2.1	-0.8	+0.2	14	2.0	-0.9	+0.1
720	14	2.2	-0.7	+ 0.3	14	2.0	-0.9	+0.1
725	12	2.2	-0.7	+0.3	6	2.1	-0.8	+0.2
730	17	2.9	0.0	+1.0	17	2.8	-0.1	+0.9
735	16	2.1	-0.8	+0.2	16	2.5	-0.4	+0.6
750	10	1.8	-1.1	-0.1	10	1.9	-1.0	0.0
755	17	2.3	-0.6	+0.4	17	2.3	-0.6	+0.4
760	31	2.7	-0.2	+0.8	31	2.7	-0.2	+0.8
765	12	2.0	-0.9	+0.1	12	1.8	-1.1	-0.1
770	16	1.9	-1.0	0.0	16	2.2	-0.7	+0.3

TABLE A-3
GRADE THREE
Title I Program - Elementary Schools
Mean Grade Equivalent and Deviation From Norms
Metropolitan Achievement Test - May 1971

SCHOOL ID. NO.	N	READING COMPREHENSION			N	WORD KNOWLEDGE		
		MEAN GRADE EQUIV.	DEVIATION FROM NORM			MEAN GRADE EQUIV.	DEVIATION FROM NORM	
			THEORETICAL (3.9)	NEWARK TITLE I (2.6)			THEORETICAL (3.9)	NEWARK TITLE I (2.7)
050	36	2.8	-1.1	+0.2	36	2.8	-1.1	+0.1
051	44	2.5	-1.4	-0.1	44	2.6	-1.3	-0.1
052	60	3.1	-0.8	+0.5	60	3.1	-0.8	+0.4
053	154	2.8	-1.1	+0.2	154	2.7	-1.2	0.0
055	154	2.2	-1.7	-0.4	154	2.4	-1.5	-0.3
057	83	2.9	-1.0	+0.3	83	2.8	-1.1	+0.1
059	39	2.8	-1.1	+0.2	39	3.2	-0.7	+0.5
060	71	2.7	-1.2	+0.1	71	2.8	-1.1	+0.1
061	33	2.5	-1.4	-0.1	33	2.5	-1.4	-0.2
063	104	2.7	-1.2	+0.1	104	2.7	-1.2	0.0
140	103	2.4	-1.5	-0.2	104	2.5	-1.4	-0.2
066	28	2.2	-1.7	-0.4	28	2.3	-1.6	-0.4
067	63	2.5	-1.4	-0.1	63	2.6	-1.3	-0.1
069	97	2.0	-1.9	-0.6	97	2.2	-1.7	-0.5
071	48	2.7	-1.2	+0.1	48	2.5	-1.4	-0.2
072	32	2.6	-1.3	0.0	32	2.5	-1.4	-0.2
075	48	[illegible]	-1.1	+0.2	48	2.6	-1.3	-0.1
076	88	2.4	-1.5	-0.2	88	2.5	-1.4	-0.2
077	48	1.9	-2.0	-0.7	48	2.4	-1.5	-0.3
079	76	2.6	-1.3	0.0	76	2.2	-1.7	-0.5
081	32	2.3	-1.6	-0.3	32	2.4	-1.5	-0.3
082	86	2.4	-1.5	-0.2	86	2.6	-1.3	-0.1
084	43	2.7	-1.2	+0.1	43	3.0	-0.9	+0.3
086	41	2.8	-1.1	+0.2	41	2.8	-1.1	+0.1
087	23	2.3	-1.6	-0.3	23	2.5	-1.4	-0.2
088	64	2.5	-1.4	-0.1	64	2.7	-1.2	0.0
089	87	2.7	-1.2	+0.1	87	3.1	-0.8	+0.4
091	47	3.4	-0.5	+0.8	47	3.9	0.0	+1.2
092	28	2.7	-1.2	+0.1	28	2.9	-1.0	+0.2
093	65	2.5	-1.4	-0.1	65	2.7	-1.2	0.0
094	62	3.4	-0.5	+0.8	62	3.6	-0.3	+0.9
096	74	2.3	-1.6	-0.3	74	2.3	-1.6	-0.4
097	54	2.5	-1.4	-0.1	54	2.4	-1.5	-0.3
099	34	2.7	-1.2	+0.1	34	2.6	-1.3	-0.1
102	19	2.6	-1.3	0.0	19	2.3	-1.6	-0.4
103	45	3.0	-0.9	+0.4	45	3.5	-0.4	+0.8
105	26	2.6	-1.3	0.0	26	2.3	-1.6	-0.4
700	12	4.4	+0.5	+1.8	12	4.5	+0.6	+1.8
710	27	3.1	-0.8	+0.5	27	2.8	-1.1	+0.1
715	23	2.6	-1.3	0.0	23	2.4	-1.5	-0.3
720	22	2.9	-1.0	+0.3	22	2.7	-1.2	0.0
725	12	2.9	-1.0	+0.3	8	2.7	-1.2	0.0
730	21	3.3	-0.6	+0.7	21	3.2	-0.7	+0.5
735	17	2.3	-1.6	-0.3	17	2.3	-1.6	-0.4
750	8	2.6	-1.3	0.0	8	2.8	-1.1	+0.1
755	16	2.7	-1.2	+0.1	16	2.9	-1.0	+0.2
760	23	3.1	-0.8	+0.5	23	3.5	-0.4	+0.8
765	11	3.1	-0.8	+0.5	11	2.8	-1.1	+0.1
770	15	2.9	-1.0	+0.3	15	3.1	-0.8	+0.4

TABLE A-4
GRADE FOUR
Title I Program - Elementary Schools
Mean Grade Equivalent and Deviation From Norms
Metropolitan Achievement Test - May 1971

SCHOOL ID. NO.	N	READING COMPREHENSION			N	WORD KNOWLEDGE		
		MEAN GRADE EQUIV.	DEVIATION FROM NORM			MEAN GRADE EQUIV.	DEVIATION FROM NORM	
			THEORETICAL (4.9)	NEWARK TITLE I (2.9)			THEORETICAL (4.9)	NEWARK TITLE I (2.9)
050	32	2.8	-2.1	-0.1	32	2.6	-2.3	-0.3
051	45	3.4	-1.5	+0.5	45	2.7	-2.2	+0.2
052	59	2.1	-2.8	-0.8	59	3.3	-1.6	+0.4
053	162	3.1	-1.8	+0.2	162	3.2	-1.7	+0.3
055	162	2.9	-2.0	0.0	162	3.1	-1.8	+0.2
057	31	2.2	-2.7	-0.7	31	2.1	-2.8	-0.8
059	25	3.2	-1.7	+0.3	25	3.3	-1.6	+0.4
060	62	3.2	-1.7	+0.3	62	3.0	-1.9	+0.1
061	30	2.5	-2.4	-0.4	30	2.8	-2.1	-0.1
063	80	3.5	-1.4	+0.6	104	2.7	-2.2	-0.2
140	111	3.3	-1.6	+0.4	112	3.3	-1.6	+0.4
066	33	2.6	-2.3	-0.3	33	2.8	-2.1	-0.1
067	35	2.9	-2.0	0.0	35	2.7	-2.2	-0.2
069	65	2.6	-2.3	-0.3	65	2.5	-2.4	-0.4
071	35	2.8	-2.1	-0.1	35	2.8	-2.1	-0.1
072	34	3.0	-1.9	+0.1	34	2.8	-2.1	-0.1
075	39	2.5	-2.4	-0.4	39	2.7	-2.2	-0.2
076	60	3.1	-1.8	+0.2	60	3.6	-1.3	+0.7
077	35	2.9	-2.0	0.0	35	2.8	-2.1	-0.1
158	77	3.1	-1.8	+0.2	74	3.0	-1.9	+0.1
081	27	3.0	-1.9	+0.1	27	2.8	-2.1	-0.1
082	55	2.8	-2.1	-0.1	55	2.7	-2.2	-0.2
084	88	3.2	-1.7	+0.3	88	3.4	-1.5	+0.5
086	26	3.2	-1.7	+0.3	26	3.4	-1.5	+0.5
087	38	2.4	-2.5	-0.5	38	2.5	-2.4	-0.4
088	62	3.1	-1.8	+0.2	62	3.3	-1.6	+0.4
089	80	2.6	-2.3	-0.3	80	2.7	-2.2	-0.2
091	51	3.3	-1.6	+0.4	51	3.5	-1.4	+0.6
092	20	2.7	-2.2	-0.2	20	2.9	-2.0	0.0
093	20	2.2	-2.7	-0.7	20	2.4	-2.5	-0.5
094	84	2.8	-2.1	-0.1	84	2.7	-2.2	-0.2
096	91	2.8	-2.1	-0.1	91	2.8	-2.1	-0.1
097	36	2.4	-2.5	-0.5	36	2.4	-2.5	-0.5
099	30	2.6	-2.3	-0.3	30	2.6	-2.3	-0.3
102	20	3.2	-1.7	+0.3	20	3.1	-1.8	+0.2
103	32	3.3	-1.6	+0.4	32	3.1	-1.8	+0.2
105	28	3.0	-1.9	+0.1	28	3.3	-1.6	+0.4
700	11	4.0	-0.9	+1.1	11	4.7	-0.2	+1.8
710	22	3.2	-1.7	+0.3	22	3.6	-1.3	+0.7
715	11	3.1	-1.8	+0.2	11	2.8	-2.1	-0.1
720	19	3.5	-1.4	+0.6	19	3.7	-1.2	+0.8
725	6	3.4	-1.5	+0.5	6	3.6	-1.3	+0.7
730	17	3.7	-1.2	+0.8	17	4.4	-0.5	+1.5
735	17	3.4	-1.5	+0.5	17	2.8	-2.1	-0.1
750	13	3.1	-1.8	+0.2	13	2.9	-2.0	0.0
755	11	2.9	-2.0	0.0	11	2.7	-2.2	0.0
760	29	4.5	-0.4	+1.6	29	4.6	-0.3	-0.2
765	12	3.7	-1.2	+0.8	12	3.8	-1.1	+1.7
770	13	3.7	-1.2	+0.8	13	4.0	-0.9	+1.1

TABLE A-5
GRADE FIVE
Title I Program - Elementary Schools
Mean Grade Equivalent and Deviation From Norms
Metropolitan Achievement Test - May 1971

SCHOOL ID. NO.	READING COMPREHENSION N	MEAN GRADE EQUIV.	DEVIATION FROM NORM: THEORETICAL (5.9)	DEVIATION FROM NORM: NEWARK TITLE I (3.7)	WORD KNOWLEDGE N	MEAN GRADE EQUIV.	DEVIATION FROM NORM: THEORETICAL (5.9)	DEVIATION FROM NORM: NEWARK TITLE I (3.3)
046	13	4.3	-1.6	+0.6	14	3.8	-2.1	+0.5
050	21	4.1	-1.8	+0.4	22	3.7	-2.2	+0.4
051	47	3.9	-2.0	+0.2	47	3.6	-2.3	+0.3
055	29	3.7	-2.2	0.0	29	3.2	-2.7	-0.1
057	22	3.2	-2.7	-0.5	22	3.0	-2.9	-0.3
059	42	3.6	-2.3	-0.1	42	2.9	-3.0	-0.4
060	60	4.1	-1.8	+0.4	60	4.0	-1.9	+0.7
063	25	3.3	-2.6	-0.4	25	3.3	-2.6	0.0
066	31	3.3	-2.6	-0.4	32	3.0	-2.9	-0.3
067	31	4.0	-1.9	+0.3	32	3.3	-2.6	0.0
071	27	3.9	-2.0	+0.2	27	3.1	-2.8	-0.2
072	25	3.8	-2.1	+0.1	25	3.6	-2.3	+0.3
075	29	3.4	-2.5	-0.3	29	2.9	-3.0	-0.4
137	86	3.6	-2.3	-0.1	86	3.1	-2.8	-0.2
077	33	3.3	-2.6	-0.4	33	3.1	-2.8	-0.2
079	57	3.4	-2.5	-0.3	57	2.7	-3.2	-0.6
082	46	3.2	-2.7	-0.5	48	2.5	-3.4	-0.8
084	60	3.8	-2.1	+0.1	61	3.4	-2.5	+0.1
087	24	3.3	-2.6	-0.4	24	2.8	-3.1	-0.5
088	47	3.9	-2.0	+0.2	47	3.8	-2.1	+0.5
089	58	3.3	-2.6	-0.4	58	3.2	-2.7	-0.1
091	38	3.7	-2.2	0.0	38	3.6	-2.3	+0.3
092	18	3.6	-2.3	-0.1	18	3.6	-2.3	+0.3
093	17	3.0	-2.9	-0.7	17	2.6	-3.3	-0.7
094	58	3.4	-2.5	-0.3	58	3.3	-2.6	0.0
096	87	3.5	-2.4	-0.2	87	3.5	-2.4	+0.2
097	34	3.5	-2.4	-0.2	34	2.9	-3.0	-0.4
099	28	3.4	-2.5	-0.3	30	3.0	-2.9	-0.3
101	9	3.4	-2.5	-0.3	9	3.0	-2.9	-0.3
102	13	3.4	-2.5	-0.3	13	3.0	-2.9	-0.3
103	20	3.7	-2.2	0.0	20	3.8	-2.1	+0.5
105	35	3.6	-2.3	-0.1	35	3.7	-2.2	+0.4
700	13	5.7	-0.2	+2.0	13	5.5	-0.4	+2.2
710	14	4.8	-1.1	+1.1	14	4.9	-1.0	+1.6
715	22	3.7	-2.2	0.0	22	3.7	-2.2	+0.4
720	14	3.7	-2.2	0.0	14	3.6	-2.3	+0.3
725	8	3.9	-2.0	+0.2	8	4.1	-1.8	+0.8
730	15	5.0	-0.9	+1.3	15	5.2	-0.7	+1.9
735	14	5.1	-0.8	+1.4	14	5.2	-0.7	+1.9
750	15	4.2	-1.7	+0.5	15	4.0	-1.9	+0.7
755	15	3.5	-2.4	-0.2	15	3.1	-2.8	-0.2
760	28	5.6	-0.3	+1.9	28	5.8	-0.1	+2.5
765	12	4.0	-1.9	+0.3	12	3.4	-2.5	+0.1

TABLE A-6
GRADE SIX
Title I Program - Elementary Schools
Mean Grade Equivalent and Deviation From Norms
Metropolitan Achievement Test - May 1971

SCHOOL ID. NO.	N	READING COMPREHENSION			N	WORD KNOWLEDGE		
		MEAN GRADE EQUIV.	DEVIATION FROM NORM			MEAN GRADE EQUIV.	DEVIATION FROM NORM	
			THEORETICAL (6.9)	NEWARK TITLE I (4.4)			THEORETICAL (6.9)	NEWARK TITLE I (4.3)
046	11	4.3	-2.6	-0.1	12	4.1	-2.8	-0.2
050	38	4.1	-2.8	-0.3	39	3.7	-3.2	-0.6
051	56	5.0	-1.9	+0.6	56	4.8	-2.1	+0.5
055	29	3.8	-3.1	-0.6	29	4.0	-2.9	-0.3
057	21	3.9	-3.0	-0.5	21	3.4	-3.5	-0.9
059	19	4.2	-2.7	-0.2	19	4.1	-2.8	-0.2
060	60	4.0	-2.9	-0.4	60	3.9	-3.0	-0.4
063	15	4.7	-2.2	+0.3	15	5.0	-1.9	+0.7
066	82	3.9	-3.0	-0.5	82	3.6	-3.3	-0.7
067	30	4.1	-2.8	-0.3	31	3.6	-3.3	-0.7
071	22	4.3	-2.6	-0.1	22	4.2	-2.7	-0.1
072	28	4.1	-2.8	-0.3	28	4.1	-2.8	-0.2
075	19	3.7	-3.2	-0.7	23	3.4	-3.5	-0.9
137	33	3.3	-3.6	-1.1	33	3.3	-3.6	-1.0
077	36	4.1	-2.8	-0.3	36	3.9	-3.0	-0.4
079	61	3.6	-3.3	-0.8	61	3.2	-3.7	-1.1
084	76	4.1	-2.8	-0.3	76	4.1	-2.8	-0.2
086	22	3.7	-3.2	-0.7	22	3.3	-3.6	-1.0
087	23	3.9	-3.0	-0.5	23	3.6	-3.3	-0.7
088	53	3.9	-3.0	-0.5	53	4.0	-2.9	-0.3
089	48	4.0	-2.9	-0.4	48	5.1	-1.8	+0.8
091	41	4.4	-2.5	0.0	41	4.1	-2.8	-0.2
092	8	3.6	-3.3	-0.8	8	3.3	-3.6	-1.0
094	47	4.2	-2.7	-0.2	50	3.7	-3.2	-0.6
099	25	3.7	-3.2	-0.7	25	3.4	-3.5	-0.9
101	17	3.8	-3.1	-0.6	17	3.9	-3.0	-0.4
102	20	4.9	-2.0	+0.5	20	4.8	-2.1	+0.5
105	23	4.7	-2.2	+0.3	23	4.5	-2.4	+0.2
700	13	7.5	+0.6	+3.1	13	7.9	+1.0	+3.6
710	11	6.0	-0.9	+1.6	11	6.0	-0.9	+1.7
715	16	4.4	-2.5	0.0	16	4.5	-2.4	+0.2
720	15	3.8	-3.1	-0.6	15	4.2	-2.7	-0.1
725	4	5.2	-1.7	+0.8	4	5.0	-1.9	+0.7
730	14	5.3	-1.6	+0.9	14	5.7	-1.2	+1.4
735	28	5.1	-1.8	+0.7	27	5.2	-1.7	+0.9
750	12	5.5	-1.4	+1.1	12	5.6	-1.3	+1.3
755	12	3.9	-3.0	-0.5	12	3.7	-3.2	-0.6
760	25	7.8	+0.9	+3.4	25	7.9	+1.0	+3.6
765	12	4.5	-2.4	+0.1	12	4.6	-2.3	+0.3
770	6	4.9	-2.0	+0.5	6	5.4	-1.5	+1.1

TABLE A-7
GRADE SEVEN
Title I Program - Elementary Schools
Mean Grade Equivalent and Deviation From Norms
Metropolitan Achievement Test - May 1971

SCHOOL ID. NO.	READING COMPREHENSION N	READING COMPREHENSION MEAN GRADE EQUIV.	READING COMPREHENSION DEVIATION FROM NORM THEORETICAL (7.9)	READING COMPREHENSION DEVIATION FROM NORM NEWARK TITLE I (4.4)	WORD KNOWLEDGE N	WORD KNOWLEDGE MEAN GRADE EQUIV.	WORD KNOWLEDGE DEVIATION FROM NORM THEORETICAL (7.9)	WORD KNOWLEDGE DEVIATION FROM NORM NEWARK TITLE I (4.8)
046	10	4.3	-3.6	-0.1	11	4.1	-3.8	-0.7
050	28	4.3	-3.6	-0.1	29	4.3	-3.6	-0.5
055	43	4.3	-3.6	-0.1	43	4.7	-3.2	-0.1
059					14	5.3	-2.6	+0.5
061	26	4.1	-3.8	-0.3	26	4.9	-3.0	+0.1
063	12	2.8	-5.1	-1.6	12	3.7	-4.2	-1.1
066	26	4.1	-3.8	-0.3	26	4.8	-3.1	0.0
071					18	4.9	-3.0	+0.1
075	26	4.6	-3.3	+0.2	26	4.7	-3.2	-0.1
077	52	4.3	-3.6	-0.1	52	4.7	-3.2	-0.1
082	43	3.5	-4.4	-0.9	43	4.5	-3.4	-0.3
086	19	4.5	-3.4	+0.1	19	4.5	-3.4	-0.3
087	21	4.8	-3.1	+0.4	21	5.1	-2.8	+0.3
088	38	4.2	-3.7	-0.2	38	4.9	-3.0	+0.1
091	44	4.7	-3.2	+0.3	43	5.3	-2.6	+0.5
094	59	4.2	-3.7	-0.2	59	4.9	-3.0	+0.1
101	7	4.7	-3.2	+0.3	7	5.0	-2.9	+0.2
102	25	3.7	-4.2	-0.7	25	4.3	-3.6	-0.5
105		5.5	-2.4	+1.1	27	6.0	-1.9	+1.2
700					13	6.4	-1.5	+1.6
710					16	6.7	-1.2	+1.9
715	17	5.2	-2.7	+0.8	17	5.2	-2.7	+0.4
720	13	4.5	-3.4	+0.1	13	5.4	-2.5	+0.6
725	6	5.6	-2.3	+1.2	6	6.2	-1.7	+1.4
730	7	5.3	-2.6	+0.9	7	6.9	-1.0	+2.1
735	9	7.7	-0.2	+3.3	9	8.2	+0.3	+3.4
750		6.7	-1.2	+2.3	9	7.2	-0.7	+2.4
755					14	4.4	-3.5	-0.4
760					29	7.6	-0.3	+2.8
765	10	5.6	-2.3	+1.2	10	5.9	-2.0	+1.1
770					6	6.2	-1.7	+1.4

TABLE A-8
GRADE EIGHT
Title I Program - Elementary Schools
Mean Grade Equivalent and Deviation From Norms
Metropolitan Achievement Test - May 1971

SCHOOL ID. NO.	N	READING COMPREHENSION			N	WORD KNOWLEDGE		
		MEAN GRADE EQUIV.	DEVIATION FROM NORM			MEAN GRADE EQUIV.	DEVIATION FROM NORM	
			THEORETICAL (8.9)	NEWARK TITLE I (5.1)			THEORETICAL (8.9)	NEWARK TITLE I (5.6)
050	9	4.3	-4.6	-0.8	9	5.0	-3.9	-0.6
055	30	4.3	-4.6	-0.8	30	5.1	-3.8	-0.5
059	9	4.4	-4.5	-0.7	9	4.9	-4.0	-0.7
061	36	4.5	-4.4	-0.6	36	5.8	-3.1	+0.2
063	10	5.7	-3.2	+0.6	10	7.1	-1.8	+1.5
066	28	4.6	-4.3	-0.5	28	5.3	-3.6	-0.3
071	24	5.2	-3.7	+0.1	24	5.7	-3.2	+0.1
075	15	4.7	-4.2	-0.4	15	4.9	-4.0	-0.7
077	29	6.0	-2.9	+0.9	29	6.4	-2.5	+0.8
082	46	4.1	-4.8	-1.0	46	4.7	-4.2	-0.9
086	14	4.6	-4.3	-0.5	14	5.1	-3.8	-0.5
087	31	5.0	-3.9	-0.1	31	5.5	-3.4	-0.1
088	40	4.5	-4.4	-0.6	40	5.0	-3.9	-0.6
091	41	4.1	-4.8	-1.0	41	4.9	-4.0	-0.7
094	67	4.4	-4.5	-0.7	67	5.3	-3.6	-0.3
101	24	4.5	-4.4	-0.6	24	4.7	-4.2	-0.9
105	23	5.2	-3.7	+0.1	23	5.5	-3.4	-0.1
700	13	7.7	-1.2	+2.6	13	7.9	-1.0	+2.3
710	11	8.0	-0.9	+2.9	11	8.2	-0.7	+2.6
715	13	5.2	-3.7	+0.1	13	5.8	-3.1	+0.2
720	12	4.9	-4.0	-0.2	12	5.9	-3.0	+0.3
725	9	7.7	-1.2	+2.6	9	8.9	0.0	+3.3
730	5	6.5	-2.4	+1.4	5	6.7	-2.2	+1.1
735	22	6.7	-2.2	+1.6	22	7.4	-1.5	+1.8
750	10	7.8	-1.1	+2.7	10	8.5	-0.4	+2.9
755	7	4.4	-4.5	-0.7	7	6.2	-2.7	+0.6
760	21	9.0	+0.1	+3.9	21	9.4	+0.5	+3.8
765	9	5.6	-3.3	+0.5	9	5.6	-3.3	0.0
770	5	6.8	-2.1	+1.7	5	8.1	-0.8	+2.5

TABLE A-9
GRADE SEVEN
Title I Program - Junior and Senior High Schools
Mean Grade Equivalent and Deviation From Norms
Nelson Reading Test - May 1971

SCHOOL ID. NO.	N	PARAGRAPH MEANING			N	VOCABULARY		
		MEAN GRADE EQUIV.	DEVIATION FROM NORM			MEAN GRADE EQUIV.	DEVIATION FROM NORM	
			THEORETICAL (7.9)	NEWARK TITLE I (4.0)			THEORETICAL (7.9)	NEWARK TITLE I (5.1)
036	63	3.9	- 4.0	- 0.1	63	4.6	- 3.3	- 0.5
036-B	11	3.4	- 4.5	- 0.6	11	3.7	- 4.2	- 1.4
037	196	3.8	- 4.1	- 0.2	196	5.5	- 2.4	+ 0.4
039	68	4.2	- 3.7	+ 0.2	68	4.9	- 3.0	- 0.2
040	37	5.0	- 2.9	+ 1.0	37	5.0	- 2.9	- 0.1
040-B	3	2.7	- 5.2	- 1.3	3	4.0	- 3.9	- 1.1

TABLE A-10
GRADE EIGHT
Title I Program - Junior and Senior High Schools
Mean Grade Equivalent and Deviation From Norms
Nelson Reading Test - May 1971

SCHOOL ID. NO.	N	PARAGRAPH MEANING			N	VOCABULARY		
		MEAN GRADE EQUIV.	DEVIATION FROM NORM			MEAN GRADE EQUIV.	DEVIATION FROM NORM	
			THEORETICAL (8.9)	NEWARK TITLE I (4.5)			THEORETICAL (8.9)	NEWARK TITLE I (5.5)
036	53	4.9	- 4.0	+ 0.4	53	5.6	- 3.3	+ 0.1
036-B	4	5.6	- 3.3	+ 1.1	4	7.2	- 1.7	+ 1.7
037	53	4.2	- 4.7	- 0.3	53	5.0	- 3.9	- 0.5
039	112	4.7	- 4.2	+ 0.2	112	5.6	- 3.3	+ 0.1
040	52	5.2	- 3.7	+ 0.7	52	6.0	- 2.9	+ 0.5
040-B	29	3.7	- 5.2	- 0.8	29	4.2	- 4.7	- 1.3

TABLE A-11
GRADE NINE
Title I Program - Junior and Senior High Schools
Mean Grade Equivalent and Deviation From Norms
Nelson Reading Test - May 1971

SCHOOL ID. NO.	N	PARAGRAPH MEANING			N	VOCABULARY		
		MEAN GRADE EQUIV.	DEVIATION FROM NORM			MEAN GRADE EQUIV.	DEVIATION FROM NORM	
			THEORETICAL (9.9)	NEWARK TITLE I (5.8)			THEORETICAL (9.9)	NEWARK TITLE I (6.7)
027	39	7.9	-2.0	+2.1	39	7.5	-2.4	+0.8
028	75	6.7	-3.2	+0.9	75	7.0	-2.9	+0.3
030	168	5.6	-4.3	-0.2	168	6.8	-3.1	+0.1
031	21	5.7	-4.2	-0.1	21	6.3	-3.6	-0.4
033	133	6.1	-3.8	+0.3	133	7.4	-2.5	+0.7
034	102	4.9	-5.0	-0.9	102	6.0	-3.9	-0.7
036	24	4.5	-5.4	-1.3	24	5.4	-4.5	-1.3
036-B	8	3.9	-6.0	-1.9	8	4.3	-5.6	-2.4
037	12	5.8	-4.1	0.0	12	6.7	-3.2	0.0
039	34	5.4	-4.5	-0.4	34	6.0	-3.9	-0.7
040	54	6.3	-3.6	+0.5	54	7.0	-2.9	+0.3

TABLE A-12
GRADE TEN
Title I Program - Junior and Senior High Schools
Mean Grade Equivalent and Deviation From Norms
Nelson Reading Test - May 1971

SCHOOL ID. NO.	N	PARAGRAPH MEANING			N	VOCABULARY		
		MEAN GRADE EQUIV.	DEVIATION FROM NORM			MEAN GRADE EQUIV.	DEVIATION FROM NORM	
			THEORETICAL (10.9)	NEWARK TITLE I (7.5)			THEORETICAL (10.9)	NEWARK TITLE I (7.7)
027	106	9.0	-1.9	+1.5	106	9.0	-1.9	+1.3
028	133	7.7	-3.2	+0.2	133	7.7	-3.2	0.0
030	28	6.7	-4.2	-0.8	28	7.0	-3.9	-0.7
031	62	6.0	-4.9	-1.5	62	6.4	-4.5	-1.3
033	29	7.7	-3.2	+0.2	29	8.0	-2.9	+0.3
034	70	6.4	-4.5	-1.1	70	7.2	-3.7	-0.5

Table A-13
GRADE ELEVEN
Title I Program - Junior and Senior High Schools
Mean Grade Equivalent and Deviation From Norms
Nelson Reading Test - May 1971

SCHOOL ID. NO.	N	PARAGRAPH MEANING			N	VOCABULARY		
		MEAN GRADE EQUIV.	DEVIATION FROM NORM			MEAN GRADE EQUIV.	DEVIATION FROM NORM	
			THEORETICAL (11.9)	NEWARK TITLE I (7.6)			THEORETICAL (11.9)	NEWARK TITLE I (7.9)
027	73	7.8	-4.1	+0.2	73	7.9	-4.0	0.0
028	42	8.0	-3.9	+0.4	42	8.4	-3.5	+0.5
030	12	6.4	-5.5	-1.2	12	6.8	-5.1	-1.1
031	50	7.4	-4.5	-0.2	50	7.7	-4.2	-0.2

TABLE A-14
GRADE TWELVE
Title I Program - Junior and Senior High Schools
Mean Grade Equivalent and Deviation From Norms
Nelson Reading Test - May 1971

SCHOOL ID. NO.	N	PARAGRAPH MEANING			N	VOCABULARY		
		MEAN GRADE EQUIV.	DEVIATION FROM NORM			MEAN GRADE EQUIV.	DEVIATION FROM NORM	
			THEORETICAL (12.9)	NEWARK TITLE I (7.8)			THEORETICAL (12.9)	NEWARK TITLE I (8.3)
027	42	8.8	-4.1	+1.0	42	8.8	-4.1	+0.5
028	33	6.8	-6.1	-1.0	33	7.3	-5.6	-1.0
030	6	6.0	-6.9	-1.8	6	8.0	-4.9	-0.3
031	45	7.4	-5.5	-0.4	45	8.0	-4.9	-0.3
034	33	8.4	-4.5	+0.6	33	9.1	-3.8	+0.8

APPENDIX B

PRELIMINARY FINDINGS OF LONGITUDINAL STUDY

During the 1970–71 Newark Title I evaluation, a longitudinal study was initiated to provide base data for future evaluations. The original sample consisted of 1,378 randomly selected Title I pupils from grades two through twelve enrolled in the Newark elementary and secondary schools. May, 1970 reading scores for each of these pupils were obtained from the school's records; those pupils for whom 1970 scores were not available were dropped from the sample and replacements were randomly selected. As part of the Title I regular testing program, the pupils were tested again in May, 1971. Scores for only 660 pupils (48% of the original sample were available) for both 1970 and 1971. This represents a large (52%) attrition rate which may bias the sample and make it not truly representative of Newark Title I pupils. Forty-nine of the 660 pupils were given the Metropolitan Achievement Test in 1970 and the Nelson Test in 1971 which make comparison of the pre-test and post-test meaningless; therefore, these scores are not included in the summarization and discussion of the data which follows.

Grades two through eight were administered the Metropolitan Achievement Test and the grade equivalent in Reading Comprehension was used as the measure of reading achievement for these pupils. The total reading score from the Nelson Test was used as the reading measure for grades nine through twelve. The individual scores are listed by grade level at the end of this section. The mean grade equivalent by grade are presented in Table I. The table presents the grade and grade equivalent (GE) for 1970 and 1971, the number (N) in sample, and the average gain (gain) and the percent attrition.

TABLE B–1

SUMMARY OF PRELIMINARY FINDINGS: NEWARK TITLE I LONGITUDINAL STUDY

N	1970		1971		GAIN	PERCENT ATTRITION
	GRADE	GE	GRADE	GE		
71	1	1,6	2	1.9	0.3	57
84	2	2.2	3	2.7	0.5	58
93	3	2.6	4	3.1	0.5	52
80	4	3.0	5	3.8	0.8	47
68	5	3.6	6	4.0	0.4	47
44	6	4.2	7	4.8	0.6	46
48	7	3.5	8	5.2	1.7	45
37	8	6.0	9	6.8	0.8	58
56	9	6.9	10	7.4	0.5	46
21	10	7.0	11	8.7	1.7	65
9	11	5.9	12	6.9	0.9	59

Inspection of the table shows the following:

(1) Title I pupils in the early grades are at or near grade level and tend to move farther from grade level as they advance in grade. This is illustrated by the fact that the 1971 second graders are reading near the grade two level, while the sixth graders are reading at the fourth grade level and the twelth graders near the seventh grade level.

(2) In every grade there is an increase in grade equivalent; however, it seldom meets or exceeds one year.

(3) There were three substantial increases, (near or above one grade equivalent) grade eight, (1.7) grade eleven, (1.7) and grade twelve (.90).

(4) The largest attrition rates are found in grade eleven (.65%) and grade eight (45%), which casts some doubt on the meaning of these large gains, particularly in grade eleven.

The preliminary findings of the longitudinal study tend to substantiate the findings from the analysis of the other reading scores; namely, that although there are grade equivalent gains in reading from year to year, it is seldom a full year; also Title I pupils get further from grade level as they progress through school.

GRADE 2
Title I Longitudinal Study
Grade Equivalents - Reading Comprehension (MAT)
1970-1971

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT		GAIN
		MAY 1970	MAY 1971	
052	001	1.6	1.1	-0.5
052	002	1.0	1.5	+0.5
052	003	1.5	1.7	+0.2
059	004	1.6	2.3	+0.7
059	005	1.1	1.9	+0.8
059	006	1.3	2.3	+0.1
071	007	1.6	1.7	+0.1
071	008	1.7	2.7	+1.0
071	009	1.6	1.3	-0.3
071	010	1.6	1.5	-0.1
071	011	1.5	1.9	+0.4
072	012	1.5	1.6	+0.1
072	013	1.5	1.5	0.0
072	014	1.7	1.6	-0.1
075	015	1.4	1.8	+0.4
077	016	1.3	1.9	+0.6
077	017	1.4	1.3	-0.1
077	018	1.5	1.4	-0.1
077	019	1.5	1.2	-0.3
079	020	1.5	1.6	+0.1
079	021	1.2	2.1	+0.9
079	022	1.6	1.9	+0.3
079	023	1.5	1.6	+0.1
079	024	1.2	1.3	+0.1
079	025	1.4	2.0	+0.6
079	026	1.3	1.8	+0.5
079	027	1.3	1.9	+0.6
079	028	1.0	1.9	+0.9
079	029	1.6	1.5	-0.1
081	030	1.6	1.8	+0.2
082	031	1.7	1.2	-0.5
082	032	1.7	1.9	+0.2
082	033	1.3	1.8	+0.5
082	034	1.2	1.6	+0.4
082	035	1.6	1.1	-0.5
084	036	1.4	1.8	+0.4
084	037	3.2	2.3	-0.9
084	038	2.2	2.3	+0.1
084	039	1.7	2.0	+0.3
084	040	1.7	1.9	+0.2
086	041	1.2	1.4	+0.2
086	042	1.4	1.5	+0.1
086	043	1.4	1.9	+0.5
088	044	1.4	1.8	+0.4
088	045	1.5	1.8	+0.3
088	046	1.5	1.1	-0.4
088	047	1.9	3.3	+1.4
088	048	1.4	1.9	+0.5

GRADE 2 (Continued)

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT		GAIN
		MAY 1970	MAY 1971	
094	049	1.6	1.6	0.0
094	050	1.2	1.6	+0.4
094	051	1.9	1.4	-0.5
099	052	1.3	2.6	+1.3
099	053	1.1	2.6	+1.5
102	054	1.3	2.0	+0.7
700	055	2.3	2.2	-0.1
720	056	1.2	2.0	+0.8
725	057	1.8	2.4	+0.6
725	058	2.0	1.7	-0.3
725	059	1.5	2.0	+0.5
725	060	1.5	1.9	+0.4
725	061	1.9	2.3	+0.4
730	062	1.6	1.9	+0.3
750	063	1.3	2.7	+1.4
755	064	2.2	3.6	+1.4
760	065	1.6	2.7	+1.1
760	066	3.2	3.4	+0.2
760	067	1.8	3.3	+1.5
765	068	1.5	2.0	+0.5
770	069	1.9	1.7	-0.2
770	070	1.7	1.8	+0.1
770	071	1.6	2.0	+0.4

GRADE 3
Title I Longitudinal Study
Grade Equivalents - Reading Comprehension (MAT)
1970-1971

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT		GAIN
		MAY 1970	MAY 1971	
051	072	2.1	2.7	+0.6
051	073	1.8	1.8	0.0
051	074	2.7	2.6	-0.1
052	075	1.7	1.0	-0.7
052	076	2.0	3.2	+1.2
059	077	2.5	2.5	0.0
059	078	1.7	1.8	+0.1
059	079	2.3	3.6	+1.3
059	080	3.2	3.9	+0.7
059	081	1.8	2.0	+0.2
140	082	2.5	3.0	+0.5
140	083	1.6	2.0	+0.4
140	084	1.6	1.6	0.0
140	085	2.1	2.4	+0.3
140	086	2.5	3.3	+0.8
140	087	2.1	2.8	+0.7
071	088	3.7	3.2	-0.5
071	089	1.7	2.3	+0.6
071	090	2.1	2.8	+0.7

GRADE 3 (Continued)

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
071	091	1.5	3.0	+1.5
072	092	1.7	3.1	+1.4
072	093	1.7	2.2	+0.5
075	094	1.9	1.9	0.0
077	095	2.0	3.1	+1.1
077	096	1.9	2.2	+0.3
079	097	2.1	3.4	+1.3
079	098	1.8	2.5	+0.7
079	099	2.0	2.6	+0.6
079	100	1.7	2.6	+0.9
079	101	1.7	2.4	+0.7
079	102	1.7	2.4	+0.7
079	103	2.1	2.2	+0.1
081	104	1.9	2.2	+0.3
082	105	1.7	1.9	+0.2
082	106	2.0	1.8	-0.2
082	107	1.6	1.8	+0.2
082	108	2.2	2.8	+0.6
084	109	2.5	2.6	+0.1
084	110	4.7	3.0	-1.7
084	111	2.5	2.5	0.0
084	112	2.3	2.8	+0.5
084	113	2.2	2.4	+0.2
086	114	1.9	2.0	+0.1
086	115	1.9	3.0	+1.1
086	116	1.8	2.8	+1.0
086	117	2.2	2.8	+0.6
086	118	1.9	2.5	+0.6
086	119	2.1	2.8	+0.7
086	120	1.9	2.8	+0.9
088	121	1.6	1.8	+0.2
088	122	1.5	2.3	+0.8
088	123	1.3	3.1	+1.8
088	124	1.6	2.5	+0.9
089	125	3.3	5.1	+1.8
089	126	2.5	3.2	+0.7
089	127	2.1	2.9	+0.8
089	128	3.2	3.6	+0.4
089	129	2.6	3.4	+0.8
089	130	3.4	3.3	-0.1
089	131	3.0	3.0	0.0
094	132	1.9	2.4	+0.5
094	133	1.8	1.3	-0.5
099	134	1.8	3.0	+1.2
099	135	1.6	3.2	+1.6
099	136	1.7	3.1	+1.4
102	137	1.6	2.0	+0.4
102	138	2.2	2.8	+0.6
700	139	2.3	4.0	+1.7
725	140	1.9	2.2	+0.3
725	141	2.2	2.3	+0.1
725	142	2.3	3.1	+0.8
730	143	3.2	4.2	+1.0

GRADE 3 (Continued)

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
730	144	2.4	2.8	+0.4
750	145	2.1	2.0	-0.1
755	146	3.7	3.5	-0.2
755	147	2.9	2.5	-0.4
755	148	2.1	2.5	+0.4
760	149	2.2	2.3	+0.1
760	150	2.5	2.7	+0.2
760	151	2.4	1.9	-0.5
765	152	2.7	3.9	+1.2
765	153	2.1	3.2	+1.1
770	154	2.6	3.2	+0.6
770	155	3.7	3.7	0.0

GRADE 4
Title I Longitudinal Study
Grade Equivalents - Reading Comprehension (MAT)
1970-1971

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
051	156	2.3	2.9	+0.6
051	157	2.5	2.6	+0.1
051	158	2.4	2.8	+0.4
051	159	2.5	3.1	+0.6
052	160	2.6	2.2	-0.4
052	161	2.4	2.6	+0.2
052	162	2.5	3.0	+0.5
052	163	1.0	2.6	+1.6
052	164	2.0	1.3	-0.7
052	165	2.0	3.6	+1.6
052	166	2.0	2.5	+0.5
059	167	3.6	4.5	+0.9
059	168	3.6	4.4	+0.8
059	169	3.2	4.2	+1.0
063	170	2.4	2.5	+0.1
063	171	2.3	2.4	+0.1
063	172	2.5	3.0	+0.5
063	173	3.1	4.4	+1.3
063	174	2.6	3.1	+0.5
075	175	2.5	2.3	-0.2
075	176	2.2	2.3	+0.1
075	177	2.0	2.5	+0.5
077	178	2.7	2.4	-0.3
077	179	3.2	2.3	-0.9
077	180	3.0	2.4	-0.6
077	181	2.7	3.8	+1.1
158	182	2.0	2.0	0.0
158	183	1.8	2.8	+1.0
158	184	2.2	2.5	+0.3
158	185	2.6	2.7	+0.1

GRADE 4 (Continued)

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
158	186	1.6	2.8	+1.2
158	187	2.5	3.0	+0.5
158	188	2.2	2.8	+0.6
158	189	3.1	3.4	+0.3
081	190	3.5	3.9	+0.4
081	191	2.1	2.3	+0.2
081	192	2.0	2.0	0.0
082	193	2.2	2.7	+0.5
082	194	2.4	2.6	+0.2
082	195	1.9	3.0	+1.1
082	196	2.5	3.1	+0.6
084	197	2.6	3.0	+0.4
084	198	1.8	2.7	+0.9
084	199	2.6	3.0	+0.4
084	200	3.3	2.8	-0.5
084	201	3.1	3.8	+0.7
084	202	2.7	4.0	+1.3
084	203	1.3	2.7	+1.4
088	204	1.7	2.3	+0.6
088	205	3.2	4.3	+1.1
088	206	2.6	3.1	+0.5
088	207	1.3	2.4	+1.1
088	208	2.3	3.4	+1.1
089	209	2.6	2.4	-0.2
089	210	2.0	2.4	+0.4
089	211	2.4	1.9	-0.5
089	212	3.0	3.7	+0.7
089	213	2.4	2.5	+0.1
089	214	1.9	3.3	+1.4
089	215	2.7	2.7	0.0
089	216	2.5	1.8	-0.7
089	217	1.3	2.3	+1.0
094	218	2.4	3.3	+0.9
094	219	3.0	4.0	+1.0
097	220	2.8	3.0	+0.2
099	221	2.3	1.7	-0.6
099	222	2.3	1.9	-0.4
099	223	2.0	3.3	+1.3
102	224	3.2	2.9	-0.3
102	225	2.3	3.4	+1.1
102	226	2.3	3.6	+1.3
103	227	3.5	3.5	0.0
103	228	3.1	3.6	+0.5
103	229	4.0	4.2	+0.2
105	230	1.6	3.1	+1.5
700	231	3.0	3.6	+0.6
720	232	2.4	4.4	+2.0
720	233	2.7	2.4	-0.3
725	234	2.4	3.1	+0.7
725	235	3.9	4.4	+0.5
725	236	2.9	4.2	+1.3
725	237	3.3	4.3	+1.0
730	238	3.4	5.3	+1.9

GRADE 4 (Continued)

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
730	239	2.8	2.7	-0.1
750	240	3.0	3.1	+0.1
755	241	1.9	2.6	+0.7
755	242	3.3	3.4	+0.1
760	243	4.0	7.7	+3.7
760	244	3.5	4.5	+1.0
765	245	2.6	3.8	+1.2
765	246	3.0	3.8	+0.8
770	247	2.5	2.6	+0.1
770	248	3.9	4.4	+0.5

GRADE 5
Title I Longitudinal Study
Grade Equivalents - Reading Comprehension (MAT)
1970-1971

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
051	249	2.5	4.4	+1.9
051	250	1.8	2.6	+0.8
051	251	2.2	3.3	+1.1
059	252	2.4	3.7	+1.3
059	253	3.0	3.8	+0.8
063	254	2.6	3.0	+0.4
067	255	2.5	2.3	-0.2
067	256	2.7	3.0	+0.3
071	257	2.6	3.5	+0.9
071	258	4.2	5.9	+1.7
071	259	3.2	3.2	0.0
071	260	3.1	4.2	+1.1
072	261	2.3	2.4	+0.1
072	262	4.4	5.5	+1.1
072	263	2.5	2.4	-0.1
075	264	2.2	3.3	+1.1
075	265	1.8	3.5	+1.7
075	266	3.2	4.0	+0.8
075	267	2.3	3.2	+0.9
075	268	2.5	3.7	+1.2
077	269	2.6	2.8	+0.2
077	270	2.5	3.5	+1.0
077	271	2.6	3.7	+1.1
077	272	2.4	2.4	0.0
079	273	3.1	3.7	+0.6
079	274	1.2	2.3	+1.1
082	275	2.6	3.5	+0.9
082	276	2.6	2.3	-0.3
082	277	1.0	3.7	+2.7
082	278	2.2	3.0	+0.8
082	279	3.3	3.3	0.0
082	280	2.5	4.2	+1.7

GRADE 5 (Continued)

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
082	281	2.6	2.8	+0.2
084	282	2.4	4.0	+1.6
084	283	3.1	5.1	+2.0
084	284	3.3	4.7	+1.4
084	285	2.8	2.6	-0.2
084	286	3.8	4.0	+0.2
084	287	3.6	3.8	+0.2
086	288	2.8	1.6	-1.2
086	289	2.7	3.0	+0.3
086	290	2.7	3.2	+0.5
086	291	3.7	4.0	+0.3
086	292	3.9	4.2	+0.3
088	293	3.1	4.2	+1.1
088	294	3.9	5.9	+2.0
089	295	2.6	2.0	-0.6
089	296	3.4	4.0	+0.6
089	297	2.0	2.8	+0.8
089	298	3.2	2.8	-0.4
089	299	2.7	4.0	+1.3
094	300	2.0	2.0	0.0
094	301	3.8	4.7	+0.9
097	302	1.9	3.0	+1.1
099	303	2.3	4.0	+1.7
102	304	3.0	2.0	-1.0
102	305	2.4	3.3	+0.9
103	306	3.2	3.2	0.0
103	307	2.6	3.7	+1.1
103	308	3.9	4.0	+0.1
103	309	2.7	3.7	+1.0
103	310	3.3	3.5	+0.2
105	311	3.1	3.8	+0.7
710	312	2.4	3.5	+1.1
710	313	4.0	6.9	+2.9
720	314	3.8	4.0	+0.2
725	315	3.1	4.2	+1.1
725	316	3.6	4.4	+0.8
725	317	3.7	3.5	-0.2
725	318	3.1	4.2	+1.1
730	319	3.7	4.7	+1.0
750	320	2.5	3.3	+0.8
750	321	3.2	4.0	+0.8
750	322	3.6	4.2	+0.6
760	323	4.9	5.7	+0.8
760	324	3.4	4.9	+1.5
760	325	4.2	6.8	+2.6
765	326	3.8	3.8	0.0
765	327	3.7	3.7	0.0
770	328	5.5	8.4	+2.9

GRADE 6
Title I Longitudinal Study
Grade Equivalents - Reading Comprehension (MAT)
1970-1971

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
051	329	3.8	3.5	-0.3
051	330	2.4	4.4	+2.0
051	331	3.5	4.0	+0.5
051	332	2.8	4.0	+1.2
059	333	4.9	4.0	-0.9
059	334	3.2	3.3	+0.1
059	335	4.7	3.8	-0.9
066	336	5.5	4.0	-1.5
066	337	4.0	3.3	-0.7
066	338	4.0	4.2	+0.2
066	339	3.0	3.3	+0.3
066	340	3.5	3.2	-0.3
066	341	3.0	3.2	+0.2
066	342	5.7	5.1	-0.6
066	343	3.2	3.5	+0.3
066	344	4.2	3.7	-0.5
066	345	2.4	3.8	+1.4
066	346	3.8	2.8	-1.0
066	347	1.6	2.3	+0.7
066	348	4.2	3.3	-0.9
066	349	3.0	2.4	-0.6
066	350	3.3	3.8	+0.5
066	351	2.4	3.7	+1.3
066	352	4.4	4.9	+0.5
066	353	4.2	3.8	-0.4
066	354	4.2	4.2	0.0
066	355	3.8	3.2	-0.6
066	356	3.8	3.5	-0.3
067	357	2.0	6.3	+4.3
067	358	3.5	3.3	-0.2
067	359	2.3	2.8	+0.5
072	360	4.0	6.3	+2.3
072	361	2.0	3.8	+1.8
072	362	3.7	3.7	0.0
077	363	3.2	4.7	+1.5
077	364	4.0	4.0	0.0
077	365	3.8	4.9	+1.1
084	366	4.7	4.7	0.0
084	367	3.5	3.5	0.0
084	368	4.0	5.3	+1.3
084	369	2.8	3.2	+0.4
084	370	2.0	5.5	+3.5
084	371	3.7	5.9	+2.2
084	372	4.4	3.8	-0.6
086	373	3.3	3.2	-0.1
086	374	2.4	2.3	-0.1
087	375	3.7	3.5	-0.2
087	376	3.0	4.0	+1.0
088	377	3.2	3.3	+0.1

GRADE 6 (Continued)

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
088	378	1.6	4.4	+2.8
089	379	3.7	4.4	+0.7
094	380	2.8	2.6	-0.2
102	381	4.2	4.4	+0.2
103	382	3.8	4.2	+0.4
710	383	4.2	3.0	-1.2
710	384	5.3	6.8	+1.5
715	385	3.0	5.3	+2.3
720	386	3.0	4.9	+1.9
720	387	3.5	3.3	-0.2
730	388	3.8	3.5	-0.3
730	389	4.2	4.0	-0.2
755	390	3.3	3.5	+0.2
760	391	5.1	4.9	-0.2
760	392	3.8	4.9	+1.1
730	393	4.4	4.9	+0.5
765	394	5.5	5.5	0.0
765	395	3.7	3.7	0.0
770	396	4.0	3.8	-0.2

GRADE 7
Title I Longitudinal Study
Grade Equivalents - Reading Comprehension (MAT)
1970-1971

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
059	397	3.5	4.0	+0.5
059	398	4.0	5.3	+1.3
059	399	4.4	6.1	+1.7
066	400	3.2	3.8	+0.6
066	401	4.4	3.5	-0.9
066	402	3.8	5.7	+1.9
066	403	3.8	3.5	-0.3
066	404	3.5	5.1	+1.6
066	405	2.4	4.4	+2.0
066	406	3.0	3.0	0.0
077	407	3.7	4.0	+0.3
077	408	5.5	5.1	-0.4
077	409	3.8	3.8	0.0
077	410	4.9	3.5	-1.4
077	411	3.8	4.2	+0.4
086	412	2.3	3.3	+1.0
086	413	4.4	4.4	0.0
086	414	3.8	4.0	+0.2
086	415	4.4	4.9	+0.5
087	416	2.4	3.8	+1.4
087	417	4.4	3.8	-0.6
087	418	4.9	5.1	+0.2

GRADE 7 (Continued)

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
088	419	4.4	5.7	+1.3
088	420	2.6	3.5	+0.9
088	421	3.5	4.2	+0.7
103	422	3.2	4.2	+1.0
700	423	3.8	5.3	+1.5
710	424	4.5	5.5	+1.0
710	425	4.5	5.7	+1.2
710	426	8.4	8.8	+0.4
715	427	4.0	4.0	0.0
720	428	4.7	4.4	-0.3
720	429	5.5	5.9	+0.4
725	430	4.2	4.9	+0.7
725	431	3.7	4.2	+0.5
725	432	4.0	3.8	-0.2
730	433	4.5	7.3	+2.8
755	434	4.7	5.5	+0.8
760	435	5.1	6.6	+1.5
760	436	6.6	9.2	+2.6
760	437	4.5	4.9	+0.4
765	438	6.3	7.1	+0.8
765	439	4.0	4.0	0.0
770	440	5.5	3.8	-1.7

GRADE 8
Title I Longitudinal Study
Grade Equivalents - Reading Comprehension (MAT)
1970-1971

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
059	441	3.2	4.9	+1.7
059	442	2.6	5.7	+3.1
077	443	3.5	4.0	+0.5
077	444	4.2	5.7	+1.5
082	445	2.8	4.4	+1.6
082	446	1.8	2.6	+0.8
082	447	2.6	3.3	+0.7
082	448	2.8	5.7	+2.9
082	449	2.4	4.7	+2.3
086	450	2.6	2.4	-0.2
086	451	3.3	3.5	+0.2
087	452	2.0	3.3	+1.3
087	453	2.6	4.7	+2.1
087	454	3.3	6.0	+2.7
087	455	3.0	5.3	+2.3
088	456	4.0	3.3	-0.7
088	457	4.2	3.5	-0.7
088	458	3.5	3.5	0.0
088	459	5.5	7.7	+2.2
091	460	3.0	4.2	+1.2

GRADE 8 (Continued)

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
091	461	2.4	2.4	0.0
094	462	2.8	3.8	+1.0
094	463	2.4	3.8	+1.4
066	464	2.4	4.2	+1.8
066	465	3.0	5.7	+2.7
066	466	2.6	3.8	+1.2
066	467	3.0	5.3	+2.3
066	468	2.6	6.1	+3.5
066	469	2.6	4.7	+2.1
066	470	2.3	4.2	+1.9
066	471	2.6	3.3	+0.7
066	472	2.3	5.1	+2.8
066	473	2.4	4.4	+2.0
710	474	3.0	6.3	+3.3
715	475	3.0	3.8	+0.8
720	476	5.9	5.9	0.0
720	477	2.3	4.9	+2.6
725	478	8.7	9.7	+1.0
725	479	8.0	6.3	+1.7
725	480	9.2	6.3	-2.9
730	481	7.3	9.9	+2.6
735	482	4.9	6.3	+1.4
735	483	3.1	7.1	+4.0
755	484	2.6	3.5	+0.9
760	485	2.4	7.1	+4.7
760	486	2.8	11.9	+9.1
760	487	4.4	9.6	+5.2
770	488	4.2	5.1	+0.9

GRADE 9
Title I Longitudinal Study
Grade Equivalents - Nelson Reading Test
1970 - 1971

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
027	489	10.5	10.5	0.0
027	490	7.3	7.2	-0.1
027	491	5.9	6.8	+0.9
027	492	8.7	9.4	+0.7
027	493	7.4	8.7	+1.3
027	494	6.8	8.6	+1.8
028	495	6.1	8.0	+1.9
028	496	5.9	6.0	+0.1
028	497	7.5	8.3	+0.8
028	498	9.0	8.5	-0.5
028	499	4.5	4.7	+0.2
030	500	5.5	2.0	-3.5
030	501	5.3	5.9	+0.6
030	502	4.3	8.3	+4.0

GRADE 9 (Continued)

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
030	503	4.2	5.1	+0.9
033	504	5.2	6.1	+0.9
033	505	6.3	6.0	-0.3
033	506	5.2	6.1	+0.9
033	507	6.3	6.3	0.0
033	508	5.5	5.8	+0.3
033	509	6.1	9.7	+3.6
033	510	7.0	7.5	+0.5
033	511	6.1	6.4	+0.3
033	512	6.5	10.5	+4.0
033	513	6.4	6.2	-0.2
033	514	6.0	6.1	+0.1
033	515	6.0	5.6	-0.4
033	516	6.3	6.9	+0.3
034	517	3.1	4.5	+1.4
034	518	6.3	5.6	-0.7
034	519	3.8	5.3	+1.5
034	520	5.4	5.9	+0.5
034	521	7.6	8.0	+0.4
034	522	5.0	5.6	+0.6
034	523	5.0	4.7	-0.3
034	524	6.2	6.9	+0.7
034	525	5.9	6.5	+0.6

GRADE 10
Title I Longitudinal Study
Grade Equivalents - Nelson Reading Test
1970 - 1971

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
027	526	6.8	10.5	+3.7
027	527	5.4	5.6	+0.2
027	528	8.2	10.2	+2.0
027	529	9.4	10.5	+1.1
027	530	5.7	5.8	+0.1
027	531	4.0	4.8	+0.8
027	532	8.9	10.5	+1.6
027	533	5.6	6.4	+0.8
027	534	5.5	6.8	+1.3
027	535	5.9	6.0	+0.1
027	536	8.5	10.0	+1.5
027	537	4.0	5.2	+1.2
027	538	5.5	6.2	+0.7
027	539	6.6	8.5	+1.9
027	540	7.3	9.3	+2.0
027	541	6.7	10.2	+3.5
027	542	7.5	10.5	+3.0
027	543	8.2	10.4	+2.2
027	544	5.3	10.5	+5.2

GRADE 10 (Continued

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
027	545	6.5	7.4	+0.9
027	546	6.9	8.5	+1.6
027	547	3.3	10.5	+7.2
028	548	9.2	10.1	+0.9
028	549	9.0	8.0	-1.0
028	550	10.5	9.3	-1.2
028	551	8.8	7.7	-1.1
028	552	6.2	8.4	+2.2
028	553	9.8	7.3	-2.5
028	554	5.5	6.9	+1.4
028	555	3.2	5.9	+2.7
028	556	9.7	10.4	+0.7
028	557	4.7	4.5	-0.2
028	558	7.3	8.6	+1.3
028	559	4.9	6.7	+1.8
028	560	4.7	6.0	+1.3
028	561	5.7	6.2	+0.5
028	562	4.3	3.7	-0.6
028	563	7.7	8.1	+0.4
028	564	4.6	5.8	+1.2
028	565	6.0	7.5	+1.5
028	566	2.8	4.3	+1.5
028	567	6.9	6.7	-0.2
028	568	4.9	5.7	+0.8
030	569	5.2	5.0	-0.2
030	570	5.9	5.6	-0.3
030	571	4.6	6.1	+1.5
031	572	7.3	8.3	+1.0
031	573	6.1	6.1	0.0
031	574	5.0	5.0	0.0
034	575	4.5	4.6	+0.1
034	576	7.4	7.9	+0.5
034	577	8.1	7.4	-0.7
034	578	4.4	5.5	-1.1
034	579	5.7	5.8	+0.1
034	580	10.3	10.0	-0.3
034	581	5.8	5.6	-0.2

GRADE 11
Title I Longitudinal Study
Grade Equivalents - Nelson Reading Test
1970 - 1971

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
027	582	6.8	9.8	+3.0
027	583	8.9	10.5	+1.6
027	584	8.7	10.5	+1.8
027	585	7.6	10.5	+2.9
027	586	6.6	8.6	+2.0

GRADE 11 (Continued)

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
027	587	6.3	7.3	+1.0
027	588	8.9	10.5	+1.6
027	589	4.1	4.1	0.0
027	590	2.4	6.5	+4.1
027	591	6.1	7.5	+1.4
027	592	4.3	7.2	+2.9
027	593	4.8	5.8	+1.0
027	594	7.9	8.7	+0.8
027	595	7.1	10.5	+3.4
028	596	9.7	10.5	+0.8
028	597	10.5	10.5	0.0
028	598	7.7	8.7	+1.0
028	599	5.7	8.9	+3.2
031	600	6.0	6.7	+0.7
031	601	9.4	9.8	+0.4
031	602	7.3	8.5	+1.2

GRADE 12
Title I Longitudinal Study
Grade Equivalents - Nelson Reading Test
1970 - 1971

SCHOOL NO.	PUPIL NO.	GRADE EQUIVALENT MAY 1970	GRADE EQUIVALENT MAY 1971	GAIN
028	603	8.3	6.1	-2.2
028	604	5.0	5.3	+0.3
028	605	6.6	8.4	+1.8
028	606	5.3	6.7	+1.4
028	607	5.8	7.2	+1.4
028	608	4.2	8.1	+3.9
028	609	7.3	8.2	+0.9
028	610	5.7	5.9	+0.2
028	611	4.9	5.6	+0.7